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THE HIGHER EDUCATION OF THE DISADVANTAGED. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 28.

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DESCRIPTORS- *SOCIALLY DISADVANTAGED, *CULTURALLY DISADVANTAGED, RURAL YOUTH, MINORITY GROUPS, *HIGHER EDUCATION, *JUNIOR COLLEGES, *COMPENSATORY EDUCATION, EDUCATIONAL FINANCE, CURRICULUM DEVELOPMENT, RACIAL INTEGRATION, URBAN YOUTH, FOUNDATION PROGRAMS, *NEGRO STUDENTS, INTEGRATION EFFECTS

THE LITERATURE ON HIGHER EDUCATION WAS SURVEYED TO EVALUATE (1) THE ACCESS OF DISADVANTAGED YOUTH TO HIGHER EDUCATION, AND (2) THE ACHIEVEMENTS OF HIGHER EDUCATION IN MEETING THE NEEDS OF DISADVANTAGED YOUTH. THE FINDINGS FROM THE LITERATURE HAVE BEEN DISCUSSED UNDER FIVE HEADINGS--(1) CIVIL RIGHTS AND ACCESS TO HIGHER EDUCATION, (2) PROGRAMS AND PRACTICES IN HIGHER EDUCATION FOR THE DISADVANTAGED, (3) CHARACTERISTICS OF DISADVANTAGED STUDENTS IN HIGHER EDUCATION, (4) SPECIAL ADMISSIONS AND GUIDANCE PROCEDURES, AND (5) THE NEGRO COLLEGE. AN ANNOTATED BIBLIOGRAPHY DIVIDED UNDER THE SAME HEADINGS IS INCLUDED. IN A SUMMARY, THE AUTHOR POINTS OUT THAT CONCERN FOR COMPENSATORY EDUCATIONAL PROGRAMS HAS GROWN IN THE PAST 2 OR 3 YEARS, BUT ONLY A SMALL PROPORTION OF COLLEGES AND UNIVERSITIES HAVE STARTED DEVELOPMENT OF COMPENSATORY PROGRAMS. THOSE PROGRAMS THAT EXIST ARE PRINCIPALLY FOR NEGROES, SERVE VERY SMALL NUMBERS OF DISADVANTAGED STUDENTS, AND HAVE SCARCELY TOUCHED THE RURAL WHITE YOUTH. SEVERAL FOUNDATIONS HAVE MADE IMPRESSIVE FINANCIAL CONTRIBUTIONS, BUT EFFORTS TO ATTRACT THE DISADVANTAGED TO COLLEGE COLLIDE WITH TRENDS TOWARD HIGHER ADMISSION STANDARDS. PRECOLLEGE PREPARATORY PROGRAMS WERE JUDGED TO BE AN IMPORTANT, ALTERNATE APPROACH THAT SHOULD BE EXTENDED. ANOTHER SIGNIFICANT TREND IS THE DEVELOPMENT OF PROGRAMS AT THE JUNIOR COLLEGE LEVEL. THE AUTHOR CONCLUDES THAT (1) SYSTEMATIC ATTENTION MUST BE GIVEN TO THE DEVELOPMENT OF MEANS FOR MODIFYING THE ATTITUDES AND LEARNING PATTERNS OF THOSE WHO ARE INEFFICIENT LEARNERS AND (2) SOME ALTERNATIVE FOR REMEDIAL READING IS NEEDED TO AID THESE STUDENTS IN LEARNING TO ACQUIRE AND PROCESS INFORMATION. (AL)

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IN HIGHER EDUCATION

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THE HIGHER EDUCATION OF THE DISADVANTAGED

by Edmund W. Gordon

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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His research has been concerned with developmental patterns in mentally retarded children, autonomic reacticity in infants and children, the organization of behavior in the human neonate, learning and developmental patterns in socially disadvantaged children and youth, and programs of guidance and compensatory education for the disadvantaged. At Yeshiva University, he directed the Youth Worker Training Program (an early model for the training of sub-professional indigenous workers), the Teacher Orientation Project (a rehabilitation program for displaced Negro teachers of the South), the developmental research project to stimulate research related to the education of the disadvantaged and segregated, Project Beacon (the university's comprehensive research and training program for urban depressed areas), and the ERIC Information Retrieval Center on the Disadvantaged (a clearinghouse of information related to the education of the disadvantaged).

Nationally, Dr. Gordon has participated in committees of the American Educational Research Association. He is a member of the Board of Editors of the American Journal of Orthopsychiatry. He has served as consultant to the U. S. Office of Education and several state departments of education. He has served also as Director of Research and Evaluation for Project Head Start.

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FOREWORD

(If and when this manuscript is published for general distribution, the Editor will gladly prepare an appropriate Foreword for the wider audience.)

HIGHLIGHTS

1. **For the good student from a disadvantaged background, opportunities of higher education entry, support, and graduation are good. Colleges are happy to welcome such students and financial assistance is available.**

2. **Problems exist for the marginal student from a disadvantaged background. This opportunity situation is bad for Negro students and even worse for other minority groups for whom special group institutions are nonexistent.**

3. **Considerable attention is being given to talent search, preadmission services, and modified admission requirements, but substantial programs of in-College compensatory education have not emerged.**

4. **Remedial programs for the disadvantaged college student have met with only modest success. These programs have not yet seriously engaged the learning problems of young adults whose skill and content mastery is limited.**

5. **For the disadvantaged student, academic average in high school combined with teacher estimates are equal to, if not better than, test scores as predictors of college achievement. Insufficient attention has yet been given to noncognitive predictors of success in college.**

6. **The Negro college has been a focal point of study and effort, but it remains considerably removed from the mainstream of higher education in terms of actual integration, quality of faculty, achievement of students, and quality of facilities.**

7. **In addition to the academic and financial problems faced by Negro and other minority group students in integrated situations, there are major problems in the development of meaningful experiences in social interaction.**

I. INTRODUCTION

"The schools and colleges of the country transmit the general culture, train the young, and nourish (or deplete) basic social values."[1] In no previous society has there been such emphasis on the importance of education and on the equality of educational opportunity as exists in the United States today. Not only has our attention been focused on elementary and secondary education, but higher education has assumed a new role of importance in serving the cause of democratization and general social improvement. In the present period, our colleges and universities are called on not only to nourish such basic social values as human rights but also to extend and protect these rights through more effective and extensive service to segments of the population which have not been served before. A major source of these new clients for higher education is that large and varied group currently referred to as the "socially disadvantaged."

The term "socially disadvantaged" refers to a group of populations which differ from each other in a number of ways, but have in common such characteristics as low economic status, low social status, low educational achievement, tenuous or no employment, limited participation in community organizations, and limited ready potential for upward mobility. Variously referred to as "culturally deprived," "socioeconomically deprived," "opportunity deprived," "socially and culturally disadvantaged," "chronically poor," "poverty-stricken," "culturally alienated," and so on, they are people who are handicapped by depressed social and economic status. In too many instances, they are further handicapped by ethnic and cultural caste status.

For a number of interrelated reasons, more and more of these families are being concentrated in the decaying hearts of our great metropolitan centers. Predominantly Negro, Puerto Rican, Mexican, American Indian, and southern rural or mountain whites, these people are the bearers of cultural attitudes alien to those dominant in the broader community; and their children come to and leave school disadvantaged to the degree that their culture has failed to provide them with the experiences typical of the children and youth that schools and colleges are accustomed to teaching.

Other atypicalities of these children and youth have been described extensively in the literature of education, psychology, and sociology.[2] Young people growing up under varying conditions of deprivation and social-cultural atypicality are reported to show disproportionately high rates of social maladjustment, behavioral disturbance, physical disability, and mental subnormality. Academic deficiency among a high percentage of this population is well documented. The specific nature of these deficiencies is not very clearly documented, but from the data of the few attempts made to specify the characteristics of these learners, several conditions seem commonplace. Among these are:

1. Contradictory attitudes toward self and others with low self-concept, resulting in exaggerated positive and negative attitudes toward others.

2. Utilitarian and materialistic attitudes, not unlike those which dominate in our society, which, in the light of limited horizons and opportunities, function as depressants on motivation, aspiration, and achievement.

3. Low-level aspiration and motivation in relation to academics and academic products, as well as in relation to some social norms.

4. Low-level academic task orientation and variable levels of general task involvement.

5. Styles and modes of perceptual habituation which do not complement the emphases which are important to traditional academic efficiency.

6. Weaknesses in the utilization of abstract symbols and elaborated standard language forms to interpret and communicate.

7. Weaknesses in the utilization of abstract cognitive processes with a marked tendency to favor concrete, stimulus-bond cognitive

processes.

8. Marked sociocultural patterns in their conditions of life which do not tend to be complementary to traditional standards of academic achievement and social stability, including hypermobility, family instability, distorted model relationships, economic insufficiency, housing inadequacy, and repeated subjection to discriminatory treatment, as well as forced separation from many of the main channels of our society.

Even fewer attempts have been made at identifying the positive characteristics of socially disadvantaged youth. Among these, however, the following may be listed: (1) selected motivation, creativity, and proficiency; (2) complex symbolization in in-group language forms and ritual behavior; (3) functional computational skills; (4) accuracy of perception and generalization around some social, psychological, and physical phenomena; (5) selective recall, association, and generalization; (6) capacity for meaningful and loyal personal relationships; (7) capacity for meaningful and sustained selective task involvement; and (8) ingenuity and resourcefulness in the pursuit of self-selected goals and in coping with the difficult conditions of life that are peculiar to states of economic insufficiency and poverty, low social-class status, and low racial-caste status.

A general concern for the education of youth who could be so described is not new in this country. Modest efforts previously had been directed toward the many immigrant groups; and, following the end of the Civil War, such efforts were directed toward Negroes. The emergence of the Negro college reflected such concern. However, the failure of that segregated college system to match the achievement and quality of the broader higher education system reflects the modest national commitment to that effort, in spite of the deep personal commitment of many of the persons who devoted their lives to improving higher education for Negro youth.

The heightened concern of the present period reflects certain changes in our nation and the world. The shift in the balance of world power to the United States and the Soviet Union, representing competing economic systems, had its impact on the rise of new nations. These developments on the international front were paralleled by new efforts in this country to establish civil rights for all citizens, culminating in the historic series of Supreme Court decisions begun with the 1954 school desegregation decision. With these developments have come changes in the technological base of commerce and industry which, in turn, are products of enormous advances in available knowledge and information exchange. All of these factors have combined to make education more essential and access to education a more urgent universal requirement.

This urgency was first sensed at the elementary-secondary level as far as the disadvantaged were concerned. It has rapidly spread to include higher education. Consequently, we see two forces pressing our colleges and universities today. One is the ever-increasing demand for a higher order of excellence in these institutions, and the second is the ever-increasing demand for universality of service. The challenge of the present period is to serve these two goals, both of which are essential to the maintenance of strength and vitality in a democratic society, and either of which constitutes a threat to the status quo in these institutions. Issues directly related to excellence of quality in these institutions are treated elsewhere. In this study, the focal issues are access to and achievement of higher education for disadvantaged youth as these questions are treated in the higher education literature.

The literature on higher education for the disadvantaged has grown extensively since 1960. A wide variety of journals have carried articles and research reports on this subject, and a few books and monographs have become available. For the most part, this literature is exhortative, polemical, and descriptive. Few solid research studies have been reported. Writers have tended to make eloquent pleas that something be done. Some have argued and demanded that higher education assume its responsibility to the disadvantaged. Several proposed or existing programs have been described. An occasional experimental program report has appeared, but very few attempted evaluations have been reported. The overwhelming majority of these efforts have been directed toward Negro youth. Whether designed as such or not, up until 1960 practically all of the compensatory programs in higher education were conducted in Negro colleges for Negro students. Little attention has been given to disadvantaged youths from other groups.

If, however, one were to measure the progress of the Negro by his increasing enrollment in higher education, the past ten years would not evidence improvement in his relative position.[3] Statistics indicate that the Negro by proportion enrolls about one-half as many students as whites in higher education. For Negroes, as well as for other students of disadvantaged cultural or ethnic groups, there is generally not a broad enough interpretation of opportunities in higher education. Too often talented youth do not continue their education. Too often there is no real place for them in higher education, and too often institutions of higher education have not pressed the problems of securing a place for the disadvantaged to a desirable conclusion.

The fact that there are so few Negroes enrolled in the supposedly integrated colleges and universities of the United States is indicative of the general problem of higher education and the disadvantaged.

A review of some of the problems faced by the Negro student, particularly in the newly integrated college situation, is illustrative of problems generic to the disadvantaged.

The growing practice in northern colleges of enrolling Negro students, many of them disadvantaged, is generally accompanied by a concern for their adjustment to college life. Although this concern is often warranted, a more important consideration might be the adjustment of the colleges to the demands of integrated education.

The needs of institutions, like the needs of students, are varied. And although there is apparently no substantial systematic data to document either college practices or student experiences, examination of available anecdotal material suggests important ways in which higher education could improve its performance, not only in integrated education, but also in education for the disadvantaged. Approaches to the education of the disadvantaged which suggest themselves involve pedagogical problems associated with the nature and cause of the disadvantaged's poor school adjustment. The core of the problem seems to include the aspirations, motivations, opportunities, resources, and achievement of these students. While many institutions have adequately dealt with part of the problem of education for the disadvantaged in utilizing financial, admission, talent-search, and remedial resources, they have, for the most part, dealt inadequately with other equally important aspects of the problem.

The problems involved tend to cluster around the interrelated academic, social, and spiritual areas of college life. For example, many Negroes entering northern colleges are as able scholastically as any other students on the campus. For the most part, they come from middle-class homes of professional parents, and they attend good elementary and secondary schools. A few others, although from much less favorable backgrounds, also demonstrate a high order of academic ability. For them, there has been little concern about adjustment to the academic requirements of college life.

In recent years, however, largely through the influence of the civil rights movement, many Negroes entering other colleges (some with compensatory practices) with records no better or worse than those of other applicants have often performed unsatisfactorily in their courses, reflecting special problems to which college programs should be adjusted. Possible explanations for their unsatisfactory performances might include the students' neglect of academic responsibilities for the glamorous new world of social activities available on campus--the racial factor of wanting to be "in." A more probable explanation might be scholastic deficiencies stemming from inadequate preparation aggravated by persistent poverty. Given the economic and social discrimination which prevail in our society and the inferior schools most Negroes must attend, the educational deficiencies of these students are often substantial. And even though their academic motivation may be very high, they fail in college.

The indicated need, of course, is a special program of educational services designed to help these students correct their deficiencies. A few colleges are developing such programs, providing more than the usual tutorial services, remedial work, and modification of course loads and expectations. Nevertheless, it appears that most institutions take pride in treating all students just alike, which is tantamount to abdicating their responsibility to these students with special needs. Whether the disadvantaged student is overwhelmed by the new social world he sees around him, is poorly prepared, does not know the ropes of the academic setup in which he finds himself, or faces the special problem of ambivalence toward his academic performance based on a racial factor, it seems likely that guidance from interested and understanding members of the faculty could be helpful.

Disadvantaged students generally need financial-aid policies that not only help them enter college but also help them succeed once they are enrolled. Unfortunately, financial-aid policies which might be valid for most students often impose extra handicaps on disadvantaged students. Financial-aid students are almost always assigned jobs, but they, perhaps more than other students, need more of their time for study and enriching social experiences. Institutions that require a grade average of "B" for scholarship students impose an additional hardship on them, since the "B" grade for many of these students represents time and effort devoted to study far beyond that of other students with stronger backgrounds. Many disadvantaged students are the first member of their families to attend college. With the requirement that they better the efforts of most of their fellow students, the threat of failure is intensified. Many institutions also require attendance in summer school to make up credits failed; most disadvantaged students need the summer months to earn extra money to meet expenses. One hears occasionally of a disadvantaged student who stays away from classes for reasons such as lack of money to replace broken glasses or to obtain dental services to relieve acute pain. Although help is generally available, many disadvantaged students cannot afford the appearance of what they consider charity.

In addition to academic and financial problems, disadvantaged students confront special problems of social adjustment. These special problems may be partially the result of the inadequate attention given to them by college officials, or they may reflect distorted relationships which are commonplace in the racially influenced social structure of our society. Disadvantaged Negro students have not only to cope with racial differences but also with the stigma of being poor. "As the gap narrows between the educational achievements of the white and the Negro, the social cleavage between the two continues with little change."[4] White students tend to equate "disadvantaged" with "Negro," which implies an affront to Negro students who are affluent and a stigma for those students who are poor. The net result is increased isolation of the Negro students. And although it seems elementary that institutions should make the entrance of Negro students as unobstructive as possible, they often pose additional social problems with their policies.

Dormitory housing and dating are substantial problems which Negroes must face at predominantly white colleges. In areas of social life apart from dating, sensitive Negro students are often made aware of subtle as well as overt prejudices among their fellow students. Both rejection and oversolicitousness are among their manifestations.

It is frequently noted with surprise that Negro students in northern colleges tend to be apathetic about the civil rights struggle. In many cases, the apathy is probably more apparent than real; it may reflect a distorted form of struggle for recognition as an individual human being. Some observers report that the quality of interracial social life is often improved when token numbers of Negro students on campuses are supplanted by substantial enrollments. Certainly, if there is a "tipping point" beyond which there are important negative concomitants of increased Negro enrollments, no private liberal arts college in the North is anywhere near it. At best, however, the problems involved in dealing with the social relations of Negro or disadvantaged students in general seem less clear-cut than those in the case of academic life.

It seems clear that some progress is being made in extending higher education to young people from disadvantaged backgrounds. New programs of student aid, student loans, talent search, and modified admission policies, added to the concerted effort to increase Negro representation in colleges, should result in large numbers of disadvantaged youth being admitted to college. The extent to which these students succeed will be greatly influenced by the manner in which some of the specific adjustment problems referred to in the discussion of the Negro student are met.

II. REVIEW OF THE LITERATURE

Available for the guidance of colleges and universities is an emerging literature which is summarized and annotated in the pages which follow. The discussion and the literature have been organized in five sections according to: (1) civil rights and access to higher education, (2) programs and practices in higher education for the disadvantaged, (3) characteristics of disadvantaged students in higher education, (4) special admissions and guidance procedures, and (5) the Negro college.

Civil Rights and Access to Higher Education

In spite of major efforts since the late 1950's to increase opportunities for Negro youth to attend college, by 1965 only 4.6 percent of all college students were Negro; and the vast majority of those students were registered in predominantly Negro institutions.[5] The predominantly white colleges in the South continue to provide only limited opportunities for Negroes, while the Negro colleges in the South enroll practically two-thirds of all Negro college students. It has also been estimated that no more than 2 percent of the undergraduate student body of all colleges in the North and West are Negro.[6]

The low representation of Negro and other disadvantaged groups is sometimes camouflaged by superficial surveys of non-Negro institutions enrolling Negroes. In the present climate, what McKendall[7] referred to as "instant negritude" or tokenism may give a picture, at casual glance, of a considerably higher degree of racial integration in higher education than is actually the case. Recognizing the tremendous need for change in this area, several appeals and suggestions have been made. McKendall has correctly noted that minority group students with modest credentials and great need for financial assistance present the greatest need for help. He has called for earlier compensation and enrichment projects, exchange plans, and tutoring.

Sister Mary Emil[8] has called for daring moral leadership in the achievement of a 10 percent Negro group in the student body and eventually in the faculty and administration of our colleges. She sees intensive recruiting, relaxed admission policies, and additional financial assistance as being essential.

Taking the need for these adjustments in entry practices for granted, Hannah[9] has called for the university to expand its active participation in the preparation of teachers for depressed area schools, to assist local boards of education, to inform the public about the facts of the cost of good education, to correct educational equality, and to devote research and effort to the problems of civil rights. On the other hand, Smith[10] has suggested a new agenda for higher education in which greater use is made of creative literature by and about Negroes and of formal course work dealing with minority group life in America.

As a body of literature, this field is sparse in substantive material and data. At best, it documents the low status of higher education for the disadvantaged and the extremely limited access such persons have to postsecondary education of high quality. Even in those situations where minority group youngsters are enrolled in college, they tend to be excluded from the liberal arts and university settings. They are better represented in state colleges and technical or professional training programs such as education, engineering, agriculture, social work, and nursing.[11]

Programs and Practices

Compensatory practices in higher education may be categorized according to whether they facilitate college entry or whether they further academic success of socially disadvantaged students. The former type of activities include special recruitment practices, financial aid, modification of admission criteria, and preadmission preparation. Among those designed to foster scholastic achievement are remedial studies, extensions of the four-year program, special counseling and guidance services, and tutoring in college. It is of interest to examine those practices which are especially important or which represent innovations in the field of compensatory higher education.

Special recruitment practices. Special efforts to recruit socially disadvantaged students have received major emphasis by many colleges during the past few years. Particularly notable has been the quest for Negro students by prestige institutions in the East. These efforts have largely affected the more affluent Negroes but have begun to reach Negroes from poorer families as well.

Referrals by the National Scholarship Service and Fund for Negro Students (NSSFNS), which has been involved in this field for many years, are now supplemented by the direct activities of some institutions. At least two cooperative programs for recruiting Negro students have been developed by colleges and universities in various parts of the country. The Cooperative Program for Educational Opportunity, sponsored jointly by the eight Ivy League and Seven Sister colleges, undertakes to recruit students who are qualified for one of the colleges but who would not apply for admission without encouragement. This project is said to be largely responsible for the doubling of Negro admissions to these schools between the fall of 1964 and the fall of 1965. The College Assistance Project (Hoy Plan) consists of regional groups of admission and scholarship officials who visit Negro institutions, which are often overlooked, and seek to uncover talent and refer it to the appropriate college.

Financial aid. Whether talented or not, socially disadvantaged youths who are attracted by special recruitment practices usually require financial assistance to enter college; and institutions of higher education are increasingly making such help available. A useful guide to realistic financial aid is the University of North Carolina Scholarship Center's publication, College Opportunities for Southern Negro Students.[12]

Financial aid to socially disadvantaged students is largely a continuation by many institutions of their long-standing practice of providing scholarship aid and other forms of monetary assistance to individual students who possess demonstrated academic talent. Such activities appear to represent extensions to the disadvantaged of the general "talent search" and are directed mainly toward bright students who also happen to be poor. The practice at Brooklyn College, where city university regulations preclude substantial downgrading of admission requirements, is among the features of the college which are described as favoring the attraction of disadvantaged students[13] and is an example of such extensions.

Relatively little money, however, is going to students who are "academic risks." (Financial aid to less talented students is usually associated with additional compensatory practices designed to help them overcome their educational handicaps.) Efforts to provide financial assistance both to the talented and to the "academic risks" have been strengthened by the creation of special funds earmarked for socially disadvantaged youth. A useful description of a school district's experience in such a program is reported by Wheeler.[14]

Interinstitutional assistance or cooperation. In addition to the several developments directed at modifying and extending college programs to the special needs of disadvantaged youth, some attention has been given to efforts directed at improving the quality of those colleges which predominantly serve Negroes from disadvantaged populations. Branson[15] has described several of these cooperative programs, which include student and faculty exchange arrangements on curriculum planning, sharing of cultural events, and consultation on administrative problems.

Preadmission preparation. Probably the most dramatic compensatory development in higher education during recent years is the conduct of a variety of preparatory summer programs for high school students in a wide range of institutions. Most of the programs are directed toward talented youth, but some of them seek to involve "academic risks." Although somewhat similar precollege preparatory programs--mainly with high school graduates--have previously been conducted by a few institutions, the major impetus for this type of program came during the summer of 1964 when hundreds of disadvantaged high school students spent several weeks studying at some of the major institutions of higher education. Most of these programs were continued during the following summer, and additional comparable efforts were initiated. Bush[16] has described a program at Antioch College in which a number of activities have been developed for young people as early as the sophomore year in high school.

Typically, in these preparatory summer schools, high school students below the senior year are brought to the college with all expenses paid. They are given from six to eight weeks of instruction in English, mathematics, study skills, and other fields. Competent high school teachers generally provide the instruction, and college students supplement it with individual tutoring. Enriching social and cultural experiences are usually offered. Some of the programs call for the learners to return in successive years. The general purpose of the program is to identify disadvantaged students with college potential before the end of high school and to strengthen their academic achievement and motivation in order to facilitate and encourage college entrance.

A relatively new Federal program which attempts to deal with the problem of motivating disadvantaged youths to enroll in some sort of postsecondary education is the U. S. Office of Economic Opportunity's (OEO) Upward Bound. Begun in the summer of 1965, pilot Upward Bound programs were conducted on 18 campuses. Their common objective was to arouse an interest in higher education among tenth- and eleventh-grade students from families whose annual income was below the OEO poverty line. Data from six of these original 18 programs show that 80 percent of the students enrolled continued their education--78 percent entered college. In the summer of 1966, OEO expanded its war against "talent waste," and Upward Bound Programs were conducted on a national basis at 215 colleges, universities, and residential secondary schools.

Elements common to all of these programs were (1) a six- to eight-week residential summer phase which was designed to remedy poor academic preparation and increase students' possibilities for acceptance and success in a higher education environment; and (2) a follow-up phase conducted during the regular academic year which was designed to sustain the gains made by students during the summer program. In general, both phases included academic contents that did not make an attempt to parallel the regular secondary school work; they also consisted of cultural enrichment experiences and activities designed to increase personal effectiveness.

Although it is not possible to list all of the attributes of successful Upward Bound programs, preliminary evaluation indicates that there are certain characteristics which appear common to the effective motivation and education of disadvantaged students. Included in a listing of program attributes are the involvement of imaginative and flexible teachers in Upward Bound projects who are willing to involve students directly in decisions about their education; close student-teacher contact; effective use of college and university students as tutor-counselors; and "recognition by the sponsoring institution of an unusual opportunity to increase its skills in teaching students--of whatever kind."[17]

Remedial studies. Colleges which accept students who are "academic risks" frequently attempt to reverse their educational deficiencies by means of remedial studies. Although the practice of offering noncredit remedial courses--mainly in English but also in mathematics--is still widespread, it appears to be losing ground. A substantial number of institutions have recently ceased this practice for a variety of reasons. A major cause of discontinuation is the paucity of evidence that these courses improve academic performance. Evidence in support of such activities, however, has been provided; Meister[18] reports that a program called Operation Second Chance has produced a reversal of the trend toward academic failures.

Students enrolled in remedial studies are said to lack motivation and involvement, but their disinterest is probably related to the poor quality and planning of these compensatory programs. In an effort to reverse this trend, several attempts have been made to develop new approaches that will stimulate language development in youths with linguistic handicaps. Theresa Love[19] has described four approaches currently in use.

Although few innovations are being made in remedial studies, several institutions have developed comprehensive remedial curricula during the past six or eight years. The program of the Woodrow Wilson Branch of the Chicago City Junior College provides an example of remedial studies that go beyond the usual noncredit courses and study-skills workshops. Nevertheless, these efforts, like the remedial curricula of most other colleges, have been relatively unsuccessful.

Somewhat greater success has been reported by Froe[20] as a result of a flexible three-track program developed at Morgan State College. The process by which the Morgan program was developed (also described by Froe[21]) involved a study of those academic- and achievement-related characteristics of the disadvantaged student, an analysis of the student's learning environment, and an examination of the congruence between the learner characteristics and the environmental characteristics. Froe argues for a continuing cycle of planning, evaluation, and replanning.

In 1959 the Chicago institution began a special one-year, non-credit remedial program known as the "Basic Curriculum" for full-time freshmen who scored in the lowest tenth of their class on a battery of tests. Students are required to take a rhetoric and a remedial reading course as well as a year's sequence in social science and natural science. They may select a course from a group of non-academic subjects such as speech, music, and art. Despite these programmatic features, very few of the students finish junior college. What began as remedial education has, as a result, been reoriented toward preparation for employment and the acquisition of marketable skills. Instruction in such fields as consumer economics and speech provides these students with some education beyond high school, but it can hardly be considered higher education.

Attention will need to be given to this possible trend in the community or junior college. Although it possibly reflects a realistic adjustment to some of the present demonstrated competencies of this population, the majority of students attending junior college come from disadvantaged backgrounds.[22] It will be unfortunate if the community college becomes stigmatized as being outside of higher education. It will also be unfortunate if the liberal arts concerns of the college never reach the disadvantaged postsecondary school student.

Extensions of the four-year program. Project Apex, which began at New York University in the fall of 1965, is a compensatory program involving an extension of the four-year undergraduate course. Supported by OEO, the project enrolled 60 socially disadvantaged youths selected from the June graduating classes of two high schools in depressed areas of New York--Negroes, Puerto Ricans, and very poor whites with no expectation of going to college and few formal qualifications for higher education. They are studying as a group at the university's School of Education, where they will devote the first three years to special remedial courses designed to qualify them for academic work on the junior and senior levels. The aim is to prepare these students to teach in slum schools. Although relatively few institutions have formal extensions of the four-year program such as Project Apex, extra time is frequently available to undergraduates who need it.

Characteristics of Disadvantaged Students in Higher Education

Despite considerable reference in the literature to the special characteristics of socially disadvantaged students, the two conclusions which flow most readily from the limited data available are (1) that, with the exception of a large proportion of Negro students in essentially Negro colleges and of many of the students enrolled in community colleges, the disadvantaged are only modestly represented in our colleges and universities; and (2) that, like other segments of the vast group we call disadvantaged, there is considerable diversity within this population. There are differences in academic ability, intellectual characteristics, nonintellective factors, orientation toward college, social problems faced, resources available, and so forth.[23]

In spite of variations in academic achievement, most studies reflect some depression or handicap in achievement scores as compared to college youth from more privileged backgrounds.[24] Even where academic grades are adequate, the grade averages in some instances represent competence levels which are noncompetitive for graduate level requirements based on poor quality high school and college preparation.[25] Specific deficiencies have been found with a fair degree of consistency in language arts and communication skills.[26] Other deficiencies identified include motivation,[27] basic learning skills,[28] exposure to traditional cultural forms in the arts and humanities,[29] and opportunities to demonstrate potential.[30]

Once admitted to college, those students studied by Clark and Plotkin[31] showed drop-out rates lower than the national rate for white students, as well as those for Negro students attending predominantly Negro colleges. The group studied consisted of some 500 students who had been assisted in their entry and attendance of interracial colleges. Reporting on 250 community college students with poor academic backgrounds, Meister and Tauber[32] reported lower than usual attrition rates among these students who were provided special services. In neither the Clark and Plotkin nor the Meister and Tauber study were the experimental groups heavily represented among the very top students in their respective colleges. The students were able, however, to maintain grade-point averages sufficiently high to remain in college and complete degree requirements.

One of the problems which has been the focus of a fair amount of speculation and little systematic study is that of postponed gratification. It has been assumed that the need for immediate reward for effort, as opposed to the alleged middle-class tradition of delayed gratification, operates to the disadvantage of underprivileged groups. In a study of this phenomenon, Beilin[33] suggests that the concept of gratification postponement with implications for a conscious deferring process by the college-going boy from lower socioeconomic groups is in need of modification. Going to college may involve gratification of new values rather than the relinquishing of existing values. Going to college may represent the gratification of a more important immediate need.

In another context, Gordon and Wilkerson[34] have suggested that college attendance by middle- and upper-class youths may not involve sacrifices which require gratification postponement. Indeed, the college experience with its extended financial dependence and postponed financial responsibility, coupled with such immediate rewards as a rich social life, and sometimes an automobile and other frills, represents just the opposite. The more privileged college student does not postpone gratification in order to study but is rather richly rewarded. The problem for the disadvantaged college student could as easily and more appropriately be described as the absence of the immediate rewards which are becoming traditional to college attendance.

In an examination of needs, values, and academic achievement, Brazziel[35] noted that the relationship between the three is not significantly high. However, he did note the differences in values between lower social class and upper social class college students. The disadvantaged group scored lower on economic and aesthetic values but higher on religious and social values. Similarly, Fichter[36] has reported a relatively high interest in occupations involving human values on the part of students in a predominantly Negro college. The point in the student's career when attitudinal measures are made may influence the response obtained. Gurin[37] reports social class differences in value-based choices during the freshman year which tend to diminish as the college career unfolds. A review of the Columbia College experience prior to 1960[38] led to the very pessimistic view that Negro students lack sufficient leadership, economic expertise, family stability, and educational background to make them good college risks. The study by Clark and Plotkin,[39] however, should have led the Columbia group to modify its position, since they found a low attrition rate in the special group of Negro students followed in that NSSFNS supported study.

One of the findings coming out of the Equal Education Opportunity Report[40] indicates that the vocational choices of Negro college students cluster around certain essentially technical professions. These students tend to major in engineering, agriculture, education, social work, and nursing. The preference for professions based on human values or human service is hardly an exclusive one; yet as Fichter[41] has suggested, the range of perceived occupational choice is limited, and this is reflected in the choice behavior of the students. (These students saw their best chance for jobs in the field of education. They felt that they would have the greatest opportunity for graduate study in the field of social work.) Nevertheless, some evidence suggestive of a broader range of choices is provided in a study by Patricia Gurin,[42] who found family pressures in the direction of more prestigeful and demanding careers existed particularly among higher-status Negro parents.

The struggle for higher education by disadvantaged students has sometimes resulted in the development of successful college graduates with little commitment to the struggle for racial justice.[43] On the other hand, interviews with undergraduates at Columbia College indicate that while some of these students expressed a concern for individual acceptance and academic excellence, others emphasized the need for active participation in those matters affecting civil rights. Utilizing the Mooney Problem Check List to get at some broader concerns, Lillian Vittenson[44] found Negro students greatly concerned with being inadequately prepared for college work and with cultural improvement and self-improvement. There was evidence that feelings of social inadequacy were coloring their behavior in academic situations.

College Admissions and Guidance

Socially disadvantaged students who are obviously talented can compete--not only for scholarships but also for college admission--on the basis of standards which apply to other students. Plaut[45] has identified early application and screening tests, attention to rank in class, personal recommendations, and some consideration of extracurricular activities as points for counselor attention in placement work with these youths. Smith[46] has surveyed financial assistance programs available to Negro college students and found little net difference between private and public universities. Early experiences with the National Achievement Scholarship Program, a special version of the National Merit Scholarship Program limited to Negroes, has been described by Stalnaker.[47]

Disadvantaged youth, however, who are academically handicapped often require some modification of admission criteria in order to enter college and demonstrate their potential. Increasing numbers of institutions are effecting such modifications. Thus, many disadvantaged students whose high school grades or performance on College Board, SCAT, or other entrance examinations would normally bar them from college, are nevertheless being admitted on the basis of recommendations from their high schools, often supplemented by personal interviews. The emergence of these programs has been influenced by several studies of bias and other problems in the examination and screening of college applicants from disadvantaged backgrounds.[48]

The Negro College

The Negro college has been the subject of several studies, including the investigation of several colleges which have closed during the past century,[49] the history of the Negro college,[50] the special role of this college system,[51] and community attitudes toward these institutions.[52] A significant review of the Negro college has been written recently by Jencks and Riesman.[53] In their review, Jencks and Riesman point out that "although there are important ideological and political differences between colleges founded to serve Negroes and those founded to serve white ethnic and religious minorities, Negro colleges today face many of the same dilemmas as these white institutions."[54] In spite of the many differences among institutions, the most serious problem Negro colleges commonly face seems to be cultural rather than logistical. The result is that Negro colleges are most often ranked in the second half of any listing of distinctive institutions. Their typical student ranks in the bottom 5 or 10 percent of students taking the CEEB examinations, and statistics indicate that Negro colleges do even less than white colleges to remedy their apparent academic inadequacies. It is also pointed out that Negro colleges tend to recruit students who show little academic promise.

Jencks and Riesman discuss Negroes in America, integration, and class and racial segregation; the evolution of Negro colleges primarily as byproducts of the southern caste system; the future of Negro colleges; recruitment; and elite, nonelite, and public Negro institutions. They indicate that the problem of educating academically untrained and unmotivated students will require an enormous effort. Apart from the technical and human problems involved, it is suggested that leadership is needed from academically exclusive institutions to determine remedial programs that will improve the basic skills among despairing student bodies.

There are many disadvantaged students attending both Negro and white institutions, but the kinds of Negro students, particularly those that white institutions get in the future, will depend on recruitment. Jencks and Riesman do not maintain that many Negroes will not and should not attend Negro colleges, and they suggest that "the benefits of heroism" of those who attend predominantly white institutions "are usually reaped by the whites involved and by later generations of Negroes."[55]

III. REACTIONS, SUMMARY, AND IMPLICATIONS

Concern for compensatory educational programs in colleges and universities has grown markedly in extent and intensity during the past two or three years. It is important to note, however, that proportionately few of the nation's institutions of higher learning have thus far begun to develop compensatory programs and practices; and most of these are serving very small numbers of socially disadvantaged students.

The recent stress on assisting Negro youths to get a college education undoubtedly reflects the increasingly important role of the Negro people in the life of the nation. While such an emphasis is important, there appears to be undue neglect in providing compensatory services on the college level for disadvantaged young people of other minority groups. Moreover, except for the work of a few institutions, the vast population of socially disadvantaged white youth in rural areas, particularly in the South, seems hardly to have been touched by recent compensatory developments in higher education.

Several of the great foundations have made impressive financial contributions to compensatory programs, mainly for disadvantaged students. This development is reminiscent of the massive intervention of another group of foundations during an earlier period--just before and after World War I. The foundations then had a different role to play in the education of Negroes. Instead of contributing toward higher educational levels, the earlier efforts were decisive in stimulating the revival of Negro education following its virtual destruction in the last quarter of the nineteenth century.

Current and increasing efforts to attract socially disadvantaged college students tend to collide with recent trends toward higher and higher admission standards. Most institutions resolve the conflict by restricting their recruiting efforts to disadvantaged students whose talent has already been demonstrated. It would seem, however, that full commitment to the compensatory principle calls for increased efforts to enroll and help "academic risk" candidates among disadvantaged high school graduates.

The development of precollege preparatory programs for disadvantaged high school students--especially the new summer schools on college campuses--constitutes an alternative and very important approach to the problem of maintaining high admission standards and recruiting larger numbers of disadvantaged students. It warrants further extension.

This recent increase of precollege preparatory programs indicates that a number of colleges are beginning to move directly into the field traditionally pre-empted by the secondary school. That there is need for them to do so reflects the widespread failure of the public school in adequately educating large numbers of socially disadvantaged young people.

Whereas many precollege preparatory programs include imaginative and apparently valid curricular innovations designed to overcome academic deficiencies born of social disadvantage, the special college-level curricular programs and practices serving compensatory ends are seldom as well conceived. Most of the latter seem to fit the somewhat dreary pattern of remedial courses which have plagued many generations of low-achieving students with scant benefit to most of them. There is a need for fresh approaches in special curricular programs for disadvantaged students on the college level.

Although the careful assessment of students' performances is frequent and practically universal on all levels of American education, the careful appraisal of educational programs is rare. It is not surprising, therefore, that very few of the compensatory programs in higher education have been systematically evaluated.

If opportunities in higher education are to be provided for large numbers of socially disadvantaged youth, it will be necessary to address our attention to more than the expansion of our woefully insufficient efforts in those activities which primarily require a greater application of resources, i.e., talent search, scholarships, remedial courses, and modified admission standards. In addition to the issues of entry and financial support, there is the pervasive problem of academic achievement in young people whose backgrounds have left them poorly prepared for serious academic pursuits. Simple remedial programs are not adequate. Attention will need to be given to a variety of more serious problems, the answers to which may not be readily available. Systematic attention to the problems of disadvantaged youth in higher education will require that we develop mechanisms for the modification of attitudinal and learning patterns among young adults who are inefficient learners. It may be that our concern with additional exposure and reduced pace, as in traditional approaches to remedial courses, may be inappropriate until attitudes toward significant aspects of the learning process have been modified. Special tutoring may be wasteful in the absence of appropriately adapted learning patterns and work habits.

For young adults who enter college with significant information gaps and impaired skills for the acquisition and storage of information, efforts directed at improved reading may not provide an adequate basis for academic success soon enough. We must develop alternative means by which these students may learn to process and acquire information. Audiovisual aids and computer-based instruction may hold promise for meeting their needs.

More serious examination of the relationship of the availability of social or cultural reference groups to attrition rates of college students who are members of minority or disadvantaged groups should provide new leads for improving their college attendance and completion. Present evidence is scant, but reason suggests that when one can draw on a familiar reference group for moral support, or when one's effort complements the social norm, choice or persistence of effort is influenced in the direction of the reference-group standard. Moreover, we shall need more sophisticated investigation of the differential interaction and impact on persistence or achievement in college of such factors as aspiration, motivation, opportunity, and mobilization of resources.

A circumstance related to our failure to develop adequate solutions to the achievement problems of socially disadvantaged youth is the insufficient involvement of our great institutions of higher learning. As previously noted, most efforts in compensatory higher education have been conducted in Negro colleges. These are institutions which have struggled with the problem longest and lack the resources to cope with it adequately. For our leading colleges and universities to limit themselves largely to offering opportunities to those socially disadvantaged students who are most likely to succeed is to rob the weaker institutions of the students whose attendance would raise the level of academic achievement in their schools. Given society's increasing need for the liberal education offered by the traditional college, it may now be necessary for the lesser institutions to carry a lighter share of the burden of educating students from modest backgrounds and a larger responsibility for educating the best prepared. At the same time, the strongest institutions should assume a greater role in educating those young adults whose achievement of academic excellence presents the greatest challenge.

Problems related to the educational achievement of socially disadvantaged students will obviously require considerable research and study by those institutions most capable of coping with them. However, all attempts to expand opportunities in higher education for the disadvantaged need not await the outcome of further investigations. For there are means of educating socially disadvantaged students other than in the traditional college. Among the more significant trends in higher education of the disadvantaged is the application of the junior college model to their educational needs. Youngsters who are deprived of the opportunity, or, for a variety of other reasons, are unable to attain college entry or college-level achievement, would still profit from higher education if they were appropriately helped to continue learning. For these students, a relatively new instrument of higher education is emerging in the form of two-year, tuition-free community colleges. These institutions afford a variety of advantages for the disadvantaged urban youngster. First, they offer a wide range of opportunities for higher education to all students, including those who are deficient in basic academic skills. Second, because they are often located near the homes of socially disadvantaged students and close to business districts, they are financially feasible. That is, students are closer to part-time work opportunities, and they have minimal commuting expenses.

At a time when training beyond high school is a vocational asset and perhaps a necessity, colleges located near the centers of economic life are likely to be sensitive to the needs of businesses and industries and can thus be expected to prepare their students to meet the changing demands of employers. Ultimately, when our educational needs become less vocational, the community colleges can play an important role in expanding the cultural and intellectual resources of all citizens, particularly of those whose social disadvantages reduce opportunities for college admission or chances for success in higher education.

FOOTNOTES

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A. Civil Rights and Access to Higher Education

1. Davis, Paul H., "Changes Are Coming in the Colleges." Journal of Higher Education, vol. 33, p. 141-47. January, 1962.

In this article college professors and administrators anonymously offer 40 synopses of predictions of changes for colleges. Some predictions conflict, and others overlap. All cover a wide range. The 10 top colleges, institutes, and universities named by professors and administrators are also listed. In conclusion, the author himself makes the prediction that "in this decade ahead the greatest change in colleges will be a change in the attitude toward change," and that "this altered attitude may bring with it more basic and dramatic transformations than even the optimists envisage."

2. Dennis, Lawrence E., "Equalizing Educational Opportunity in Colleges and Universities." Phi Delta Kappan, vol. 45, p. 401-05. May, 1964.

The momentum behind present efforts to expand opportunities for Negroes in higher education is traced to several events in 1963. President Kennedy's initiative; the renewed efforts of the American Council on Education, including the appointment of the eight-member Committee on Equality of Educational Opportunity; and the call for establishment of a central clearinghouse to provide leadership and coordination in these activities are all mentioned. The author also surveys developments in different regions of the country. The predominantly white colleges in the South still provide only limited opportunities for Negroes, whereas the predominantly Negro colleges in this region enroll practically two-thirds of all Negro students in institutions of higher learning. About 70 of these latter colleges are regionally accredited, yet as a group they cannot be considered as being fully within the mainstream of American education. Despite their shortcomings, these colleges provide a valuable resource, allowing the only realistic opportunity for college success for many Negro students. In the North, probably no more than 2 percent of the undergraduate student body is Negro, a statistic which reflects both high tuition rates and lack of educational preparedness. Among the proposals recommended, particular emphasis is given to the use of a clearinghouse, through which information can be assimilated and coordinated and interested organizations can be informed of guidelines and priorities in the use of funds for equalizing educational opportunities for Negroes.

3. Emil, Sister Mary, "Race Relations and Higher Education." Religious Education, vol. 59, p. 107-11. January, 1964.

Surveying the role that higher education should play in the improvement of race relations, the author makes suggestions about admissions policies, curriculum, and action programs. To compensate for the social injustice which has long plagued the Negro, the colleges and universities could begin "to assume some daring moral leadership, and voluntarily to embrace the goal of individually and collectively achieving a 10 percent Negro group in the student body, and after a decent time in the faculty and administration," thus achieving a percentage comparable to the number of Negroes in the total population. This would require increased recruiting, additional financial assistance, and relaxed admission requirements. The special role of church-related colleges is that of providing the intellectual grounding for a system of values that can resist racial injustice. These colleges can also provide leadership in the civil rights movement, thus achieving a synthesis of thought and action.

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If measured against the real needs of the country, the American college is "floundering in a bog of self-doubt, contradictory purposes, public relations, and intellectual inertia," the author states. Criticisms of higher education and opinions about its ideal realization are discussed. Suggested solutions to the failings of American colleges include the initiation of action by a few leading institutions or by even one institution, divorce from the status quo, the abandonment of fettering Cold War commitments, and instruction of the community as to its needs and the true goals of higher education. The author maintains that colleges are a major force in forming the nation's character and in deciding its destiny.

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"A deeper understanding of the economic emancipation of the American Negro--as well as of the barriers that still remain--should provide important lessons applicable to all countries where large groups still await the dawn of a day when they can develop and make better use of their potentialities." The Conservation of Human Resources Project at Columbia University in its research plan has provided for studies of two crucial groups in the population: (1) individuals with unusual endowment and capacity for superior performance; and (2) individuals with handicaps of one type or another that have made it difficult for them to meet performance standards. Based on information about the population for military service during World War II, it was found that problems of the illiterate and poorly educated were more regional than national. The largest number of illiterates was found among the rural Negro population in the Southeast. This book discusses the progress of the Negro in America and the challenge of Negro potential; expanding economic opportunities and guides for action; the educational preparation of the Negro, problems of Negro education, and the quality of Negro education; the Negro soldier; the better preparation of the Negro for work; and lessons for manpower policy.

6. Hannah, John A., "Civil Rights and the Public Universities." Journal of Higher Education, vol. 37, p. 61-67. February, 1967.

Universities have no choice but to serve the cause of social improvement, Hannah believes. In recognizing that the rights of life, liberty, and especially the pursuit of happiness extend to all citizens, universities can accomplish a great deal where legislatures and courts have been limited in effectiveness in dealing with today's civil rights problems. An important task of education lies in persuading the Negro to make the best use of educational opportunities, in persuading him that education is a way out of his present economic and social straits. Education should not give encouragement to the notion that a college education is essential to a happy and productive life, however. Universities specifically can assist minority groups in making the best use of educational opportunities, in preparing teachers for slum schools, in offering their resources to local boards of education, in persuading the public that it takes money to correct educational inequality, and in acknowledging the fact that the problems of civil rights exist everywhere. Universities can also make a significant contribution by encouraging directors of research and service programs to put high priority on work that advances progress in solving the complicated problems of civil rights.

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"Higher education in the U. S. has shared with the rest of our society a blindness to the rights and needs of our colored citizens." Suggestions about what higher education might do to take action on this problem and to increase the number of Negroes enrolled in colleges and universities include the establishment of a reasonable admission figure and admission goal. Selection procedures, economic problems, space, and faculty are also discussed. The author points out that there are certain advantages for colleges which participate in the proposed effort to increase the enrollment of Negroes in colleges, but that the increase in enrollment is only possible if the colleges wish to do it.

8. McGrath, Earl J., The Predominantly Negro Colleges and Universities in Transition. New York, Institute of Higher Education, Teachers College, Columbia University, 1965. 170 p.

"Opening the doors to higher education for the Negro is an indispensable step, indeed the sine qua non in his personal and social advancement." Many of the nation's Negro colleges, however, are handicapped by the same conditions that restricted developments in other small colleges 15 years ago. Nevertheless, curricula, faculties, students, and facilities of Negro colleges have a potential for improvement. Generalizations about these institutions take into account the wide variations in quality and character among them. Conclusions based on the study indicate that Negro institutions are primarily preoccupied by teaching rather than research, that Negro institutions enroll more women than men, that entering students are generally less well prepared for college work than those in other colleges, that because of lack of money many students have difficulty completing their education, and that most of these institutions suffer from lack of funds to sustain their programs at adequate levels. Recommendations based on the study include the maintenance and strengthening of existing institutions, the coordination of institutional efforts and the establishment of cooperation among institutions; long-range planning, and faculty development. Curriculum changes are also suggested; and remedial programs, student instructional aids, counseling, and sources of financial aid are discussed. Appendices and a bibliography supplement the study.

9. McKendall, Benjamin W., "Breaking the Barriers of Cultural Disadvantage and Curriculum Imbalance." Phi Delta Kappan, vol. 47, p. 307-11. March, 1965.

The barriers to college admission for minority group students, primarily Negroes, coming from deprived educational backgrounds, are discussed in terms of curriculum imbalance and cultural disadvantage. Changes at the college level are only palliative, since deprivation begins at the elementary school; yet these reforms are still necessary. The usual admissions procedures are insufficiently flexible to allow for the primary and secondary schooling of the disadvantaged. However, another problem is seen in reverse discrimination and "instant negritude" (tokenism) practiced by some well-meaning colleges. For minority students, the problems of college admission and financial aid are inseparable if there is to be greater access to higher education. The most help is needed by minority group students with "modest credentials" who have the greatest financial need; the most talented minority students can usually get aid. Several kinds of programs to increase minority group college enrollment are helpful: local compensatory and enrichment projects, exchange plans, tutoring, and special programs run by colleges and secondary schools. Current college curricular changes are most often geared to the able student and reflect a fading line between high schools that offer advanced courses,and the colleges. These reforms are yet another barrier for those from disadvantaged backgrounds.

10. Smith, Charles U., "Race Relations and the New Agenda for Higher Education: A Plea for University Leadership." Phi Delta Kappan, vol. 46, p. 453-56. May, 1965.

The proposition is put forth that whenever the role and status of the Negro have changed, American social institutions have developed philosophical and moral concepts, as well as concrete techniques, which support his new function and position. This has not been accomplished, however, by American higher education with regard to the Negro's desegregated position since 1954. It is time for "the scientific validity, pedagogical soundness, and democratic feasibility of racial desegregation in American society" to be demonstrated, the author maintains. Several suggestions for a "new agenda" for higher education are proposed. Greater use must be made of scholarly and creative literature by and about Negroes. Formal courses dealing with the Negro in America should be initiated, and there should be more systematic research on the Negro. The author concludes with a plea for increased participation and responsibility by higher education in the implementation of true democratic practices in American race relations.

B. Programs and Practices

11. American Council on Education, "Higher Education as a National Resource: A Proposed Federal Program." School and Society, vol. 91, p. 218-21. May, 1963.

This proposal for a program of Federal action notes the great pressure on colleges and universities to provide for the vastly increasing number of students seeking a higher education. In order to provide the needed facilities and innovations to accommodate these students the Federal Government must supplement other sources of support. The proposal gives primary emphasis to the construction of physical facilities for instruction, research, and student housing. Second priority is given to the need for more financial assistance to qualified students. Programs, furthermore, should be expanded to increase the supply of college teachers as well as the quality of instruction and research.

12. Association of Colleges and Universities, "Guidelines for Self-Study by Colleges." Integrated Education, vol. 2, p. 27-29. December, 1964-January, 1965.

In spite of the constructive measures taken by institutions in New York State in order to open their doors to qualified students without regard to race, creed, color, or national origin, much more needs to be done. The College Committee on the Disadvantaged recommends that each institution of higher learning in the state of New York reevaluate its procedures, practices, and image to make sure it is providing equal educational opportunity for students and faculty. Guidelines are suggested, as well as questions under each topic, to expedite the self-study.

13. Bindman, Aaron M., "Pre-college Preparation of Negro College Students." Journal of Negro Education, vol. 35, p. 313-21. Fall, 1966.

A study of 154 Negro male undergraduates attending a large midwestern state university indicated that only 30 percent had pre-college test scores (indicated by the American College Test or the School and Ability Test) above the 50th percentile of the population in the specific college of their choice within the university. Contrary to expectations, differences in the degree of integration in the Negro subjects' high school, socioeconomic background, and high school rank did not produce significant differences in academic preparation. The author stresses the importance of these findings for future programs and policies attempting to rectify the unequal preparation of Negro students for college. He suggests that "the doctrine of 'race consciousness' may not sit well with some administrators, but it may be what is required to aid educationally disadvantaged Negro students until substantive changes are made in their academic preparation."

14. Branson, Herman R., "Interinstitutional Programs for Promoting Equal Higher Educational Opportunities for Negroes." Journal of Negro Education, vol. 35, p. 469-76. Fall, 1966.

One of the ways in which the predominantly Negro colleges can more effectively compete for increased financial support and good students is through an interinstitutional arrangement, whereby schools of "recognized excellence" assist these Negro schools in becoming better institutions. This survey of cooperative programs is limited to formal agreements involving students, faculty, curriculum, cultural events, and administrative practices. The possibilities of Federal support for such programs are also discussed.

15. Brown, Nicholas C., ed., Higher Education: Incentives and Obstacles, A Conference Report on Encouraging Incentive for Higher Education among Talented but Disadvantaged Youth. Washington, American Council on Education, 1960. 165 p.

The importance of the concept of equality of educational opportunity can be measured by its degree of realization in a relatively short period of time, but its degree of failure must also be confronted. The American Council on Education's Committee on Equality of Opportunity in Higher Education "has long been concerned with the loss of development of human talent resulting from lack of personal incentive." Approximately 100,000 to 200,000 talented high school graduates do not continue their education each year due either to lack of money or lack of motivation. It is estimated that probably as many of equal ability drop out before high school graduation. From November 1-3, 1959, the committee sponsored a Conference on Encouraging Incentive for Higher Education among Talented but Disadvantaged Youth. This publication is a report on that conference. It deals with topics related to the development of human resources such as the removal of financial obstacles and environmental barriers. The conference focused on the encouragement of personal incentive, the identification of forces that stifle this incentive, and the initiation of action to counteract such forces. Panel discussions; papers, some with bibliographies; tables; and a list of participants,are included.

16. Bush, Dixon, "Antioch Program for Interracial Education: Interim Report." 1965, unpublished. 4 p.

"A historical statement about the education of Negro students at Antioch College," this is an interim report on a "risk-recruiting" project to seek out Negro students not normally qualified for Antioch, or not even college-bound. The program, begun in 1964, involves early recruitment, pre-entry counseling, financial aid, and research on effective teaching methods for this group. Students have been selected from Chicago, St. Louis, Philadelphia, and southwestern Ohio. Antioch-connected selectors (six in each area were found to be optimal) from agencies, schools, and churches were used to screen candidates. There was no shortage of qualified Negro students with whom "bridge-building" activities were successful. A slower pace will be needed in working with high school sophomores and juniors than with seniors in order to prepare them for admission. Increasing Negro aspirations for education will bring an unfamiliar population to the colleges; therefore, data derived from this prototype program may be useful.

17. Clark, Burton R., The Open Door College: A Case Study. New York, McGraw-Hill, 1960. 207 p.

"The schools and colleges of the country transmit the general culture, train the young, and nourish (or deplete) basic social values." A comprehension of the forms that modern educational organizations are assuming will make a contribution to the better understanding of educational problems and general theory of organizations. This book is oriented toward the view that organizations have identifiable characters and roles in the larger society. Its perspective is based on intensive analysis in the form of a case study of the 20th century phenomenon of the junior college--San Jose Junior College. Informal interviews, analysis of documents, and a questionnaire were means of gathering information for the study. "Comparative data and comparisons of characteristics of other types of schools about which much is already known are used to generalize about a type of educational organization." Because San Jose Junior College has just recently been established, care had to be taken not to make premature analyses. The study deals with the administrative setting of San Jose Junior College and resulting problems; the student clientele of the college as shaped by admission policy; and the further effects of administrative setting and student clientele, traced in regard to the evolution of formal organizational structures, the composition and organization of staff, and the building of an appropriate instructional force. Findings about these topics provide the empirical materials for interpreting and describing organization character. The problems of the junior college as a kind of mass enterprise are analyzed, and the roles of the junior college in higher education are discussed. The appendices to the book deal with methodological explanations. There is also a bibliography.

18. Froe, Otis D., "Educational Planning for Disadvantaged College Youth." Journal of Negro Education, vol. 33, p. 290-303. Summer, 1964.

The task of identifying the needs of the college population termed disadvantaged and of examining them as they might relate to educational planning,is a complex matter. There is a great diversity of norms and values in various student subcultures in institutions. Needs must be considered in terms of student behaviors demanded by the academic subculture on college campuses. Some characteristics of the disadvantaged youth, of the academic environment, and implications for educational planning are discussed. Three processes involved in planning to meet the needs of the disadvantaged college youth are the study of the characteristics of the learner which are related to academic achievement, the study and analysis of the learning environment, and the examination of the congruence between the learning environment and the learner. Planning for disadvantaged youths must be characterized by a cycle of planning, evaluation, and replanning. Specific ways for meeting student needs will be determined often by the particular facilities and resources of an institution of higher education.

19. ______________, "Meeting the Needs of College Youth: The Morgan State College Program." Journal of Negro Education, vol. 35, p. 422-29. Fall, 1966.

The author briefly describes the educational program at Morgan State College, a predominantly Negro college that has for many years been concerned with the needs of disadvantaged youth. The college has introduced a flexible three-track program in which placement is dependent on precollege records and subject to periodic review and change. Two of these programs are directed toward the "atypical" freshman and emphasize either overcoming accumulated learning deficits, particularly in basic learning skills, or increasing the performance of the student with high academic potential. Significant improvements have been made by students in these specialized curricula.

20. Gideonse, Harry D., Brooklyn College and the Disadvantaged. New York, Brooklyn College, City University of New York, 1965. 22 p.

"The education of the culturally disadvantaged is not new to Brooklyn College." This publication discusses the orientation, programs, and problems of Brooklyn College in dealing with culturally disadvantaged students. Features of the college favoring the attraction of the culturally disadvantaged include free tuition, availability of work, day and evening programs, respect for education, and its nonresidential aspects. Problems related to the college's interest in education for the disadvantaged include the stimulation of interest at an earlier level, the determination of the nature of training for prospective teachers, and the recruitment of teachers from among the ranks of the culturally disadvantaged. Experimental programs of special relevance to the culturally disadvantaged are also discussed in this publication. Prospects for the future are listed.

21. Gordon, Edmund W., "Opportunities in Higher Education for Socially Disadvantaged Youth." In From High School to College, Reading for Counselors, p. 53-61. New York, College Entrance Examination Board, 1965.

Technological advances impel us to educate the socially disadvantaged not only for work but for leisure. Not enough higher educational opportunities exist for socially disadvantaged youths whose academic achievement is limited by their learning handicaps and whose learning potential is not adequately measured by conventional instruments. Providing children with verbal and conceptual skills is most important. It is essential not to denigrate their culture or try to mold them into a middle-class framework. Provision of remedial work and background experience has helped students with low aptitude scores. The counselor must be aggressively "directive" in guiding the students as well as in stimulating interest in higher education. The guidance function must be concerned with financial aid, academic and attitudinal readiness, curricular modification, and social reference group support. Various collegiate programs designed to help the disadvantaged college student have instituted direct recruiting, remedial and college-prep classes with no credit, and provision of "differential experiences" for the students of varying abilities. New institutional forms will have to be developed. "The community college, modified admission practices, extension services and greatly varied curriculums of quality are but a few of the emerging models."

22. Love, Theresa R., "Needs and Approaches for Developing Linguistic Abilities." Journal of Negro Education, vol. 35, p. 400-08. Fall, 1966.

The teaching of English in Negro colleges is presently at a standstill--with teachers despairing student apathy and inadequacy and students abandoning any hope of mastering standard English.

Several changes in attitudes, materials, and approaches are suggested which could break this stalemate. The attitude that students speak improperly and that bad habits should be stamped out is the result of a failure to recognize in these linguistic patterns a legitimate, separate, and distinct variety of English. Once this is recognized, teachers must revise their aims and approaches to the teaching of standard English. The enrichment rather than the elimination of nonstandard usage is the appropriate goal of teachers. Textbooks and materials should be designed in which standard English is presented as a second language, utilizing foreign language techniques, to those accustomed to speaking the nonstandard dialect. Four approaches to the teaching of English are discussed: the linguistic approach, a moderate use of the descriptive grammar approach, the oral approach, and the writing approach. Each approach emphasizes the special linguistic characteristics of Negro students which may be positively utilized.

23. Martyn, Kenneth A., Increasing Opportunities in Higher Education for Disadvantaged Students. Sacramento, Calif., Coordinating Council for Higher Education, 1966. 74 p.

On-campus visits, an inventory of provisions for disadvantaged students from all segments of higher education, and related literature on the subject were utilized in a survey of opportunities for higher education in California. The major proportion of disadvantaged students attending college in California are enrolled in junior colleges. Although special recruiting practices and off-campus tutorial programs are not as well developed as those of state colleges or the university, the junior college counseling, remedial, and instructional programs are particularly suited to disadvantaged students once they are enrolled. Several recommendations are made for future programs which may help to overcome existing financial, geographic, motivational, and academic barriers to increased opportunity. In addition to expanded tutorial programs, financial assistance, and recruiting practices, it is recommended that the Coordinating Council consider locating residential campuses in disadvantaged urban areas, establishing ethnic admissions quotas in these areas, increasing participation in community involvement projects, expanding research on the disadvantaged, and giving particular attention to the possible employment of the 2 percent exception to state college and university first-time admission procedures for the admission of disadvantaged students. The report also includes the recommendations of the California Coordinating Council on Higher Education which are in part based on the author's recommendations.

24. Meister, Morris, and others, "Operation Second Chance."

Junior College Journal, vol. 33, p. 78-88. October, 1962.

Concerned by the fact that many poor achievers in high school, who are victims of "disabling socio-educational factors" or cultural deprivation, apply for and are rejected by colleges, the Bronx Community College conducted a pilot remedial program to see if special guidance and instruction in English and mathematics would improve academic potential. Operation Second Chance: the Pre-College Enrichment Studies Program operated from February, 1960, to June, 1961, under a Ford Foundation grant. In all, 20 students the first semester and 40 the next received five months of tuition-free guidance and instruction four nights a week. Although the number was "too small for definitive statistical interpretations," the conclusions were that "thousands" of high school graduates could "profit significantly" from college after pre-enrichment; 65 percent of the sample are continuing higher education; and improvements were noted in standard objective test scores, motivation, attitude toward school work, self-confidence, skills, and in establishing more realistic educational and job goals. Since conventional predictors of academic potential--college admissions tests and high school records--are not culture-free, different criteria must be used to tap those at the lower end of the ability spectrum. It is suggested that different and/or more flexible programs of higher education be developed for these students in terms of degree requirements, length of course, curricula, etc., at the same time maintaining excellence of standards and staff. The community colleges are valuable for meeting these problems.

25. _______________, and Abraham Tauber, "Experiments in Expanding Educational Opportunity for the Disadvantaged: Bronx Community College." Phi Delta Kappan, vol. 46, p. 340-42. March, 1965.

The Bronx Community College has carried on two programs designed to make more places available for students in higher education, while still preserving the standards and integrity of the educational programs being offered. Operation Second Chance is a program of special guidance and instruction in English language and mathematics for high school graduates denied admission to college. The results of the program indicate that, with special treatment, students both in the upper and lower strata of verbal and quantitative abilities can be motivated to achieve academically, that positive changes in attitude about scholastic work can be effected, and that more realistic career objectives can be established. The findings of this program point to the importance of counseling and guidance as well as to the importance of excellence in instruction. The specific findings have been incorporated into the basic orientation of the Bronx Community

College and extended to a broad attack on the problem of higher education for the disadvantaged in a new project called the College Discovery Program. Some 250 students, who were considered not admissable according to the usual requirements, were admitted to two community colleges. They took courses and course loads appropriate to their achievement levels, but were absorbed into the general student body and exposed to the same instruction. All students attended tuition free. The program seems to offer much promise for underprivileged students seeking a higher education, and the College Discovery group has experienced very small attrition.

26. New York State Education Department, Division of Higher Education, Expanding Opportunity for Higher Education: A Report of the Conference on Problems of Identification and Admission to College of Culturally Disadvantaged Youth. Albany, 1965. 22 p.

In 1965 the New York State Education Department and the Association of Colleges and Universities of the state held a conference on problems of identification and admission to college of culturally disadvantaged youth. It was agreed that greater flexibility on the part of admissions officers toward disadvantaged students, various procedures for motivating these students to attend college, and compensatory programs and special counseling were needed. This report covers the questions of evaluations by high school staff and college representatives, personalized analysis of school records, visits to disadvantaged high schools by recruiters, visits to campuses by these students, means to make college financially feasible, and special college programs for disadvantaged matriculants. A list of conference participants is included.

27. North Carolina University, Scholarship Information Center, YMCA-YWCA Human Relations Committees, College Opportunities for Southern Negro Students. Raleigh, 1966. 106 p.

Designed as a guide to some of the many educational opportunities available today to southern Negro students, the major portion of this booklet is devoted to financial aid. It cites sources selected by the Scholarship Information Center on the basis of offering a "realistic possibility of attainment." Other sections are intended to acquaint prospective students with admission procedures, specific colleges, summer opportunities, and career information.

28. Plaut, Richard L., "Closing the Educational Gap." Journal of the Intergroup Relations, vol. 3, p. 138-45. 1962.

This article summarizes the work of a demonstration project conducted in 1966 at Manhattan's Junior High School and George Washington High School to identify and prepare for college able students from deprived homes. After four years, students in the project exhibited increases in reading rates, and many graduates were able to enter four-year colleges. The drop-out rate was reduced by half, and discipline problems almost disappeared. A counseling service, the Community Talent Search, was established to offer college guidance. Other programs, such as Higher Horizons, were created as a result of the success of this program. It is now essential that a National Talent Foundation similar to the National Science Foundation be established to provide opportunities for children from depressed areas, the author states.

29. Reid, Robert D., "Curricular Changes in Colleges and Universities for Negroes: Analysis and Interpretation of a Questionnaire Survey." Journal of Higher Education, vol. 38, p. 153-60. March, 1967.

Analysis of the current catalogues of 75 institutions and of questionnaire responses by 35 Negro colleges indicates that these schools emphasize training in professional and vocational areas, the latter orientation being particularly evident in publicly supported institutions. Perhaps the most pressing need is strengthening of the liberal arts disciplines. In most of these schools, curricular options are limited, making it almost impossible for students to establish a minor field. Among the changes currently being considered by these institutions are the following: reducing the amount of credit for remedial courses in English and mathematics, reorganizing courses in communications skills, introducing more courses in marketing and business management, and using closed-circuit television for instructional purposes. Many of the difficulties in instructional innovation can be attributed to financial limitations and the generally limited training of the schools' faculties. The author suggests that these institutions re-examine their programs in light of their educational goals, particularly with respect to the changing employment opportunities for Negroes.

30. Schoen, Sterling H., and others, "Proposed Program for Graduate Study in Business for Negroes: Report of Feasibility Conference and Program Coordinating Committee Meeting." 1966, unpublished. 88 p.

The findings and recommendations of a conference held at Washington University in St. Louis on August 8-9, 1966, are discussed. The proposed program, to be executed by a consortium of the graduate business schools of Indiana University, Washington University, and the University of Wisconsin, is designed to provide Negroes with the qualifications needed to compete successfully for managerial positions in American business. Conference members stressed the importance of implementing extensive recruiting practices at both integrated and predominantly Negro colleges and "of making this an elite program." A pregraduate summer program, however, is recommended in which attention could be directed at remedying individual needs in areas such as research skills, reading and communication skills, and analytical and mathematical skills. In addition to formal graduate study, the program also includes provisions for a summer business internship with a cooperating firm, job placement, and summer seminars for business faculty of predominantly Negro colleges. The author's affiliation is with the Graduate School of Business Administration at Washington University.

31. Stokes, Maurice S., "A Brief Survey of Higher Education for Negroes." The Social Studies, vol. 55, p. 214-21. November, 1964.

The total number of Negro institutions of higher learning was fairly stable in the period between 1953 and 1961, amounting to slightly more than 100. Enrollment has advanced rapidly during this period, and the author projects that by 1980 it will triple or even quadruple. The permanent contribution of a general education program and the needed expansion of curriculum and instructional practices are discussed. Religious activities form an integral part of campus life in the Negro colleges. The survey reviews interinstitutional cooperative arrangements, financial matters, educational facilities, and opportunities for graduate work and research at these schools.

32. Wheeler, Robert R., The Kansas City Scholarship Program: Progress Report. Kansas City, Mo., Department of Guidance, School District, 1963. 29 p.

The Kansas City Special Scholarship Program was initiated as an experimental effort to increase the enrollment of students, especially Negro students, from economically, culturally, and educationally marginal segments of the population in college. Scholarships, individual counseling, group guidance, and auxiliary programs designed to assist and support students in entering and continuing through college were introduced by the program. Examples of students, their success and failure, and the pressure of family economic needs are discussed. Tables show student selection, participation, and progress; characteristics of students in the program; their derivation by college classes and high school; their distribution by family income, SCAT scores, and class rank; and the colleges and universities they attended.

Appropriations, expenditures, and average total costs of students attending college are discussed, as well as types of auxiliary programs, administration of the program, and community work.

C. Characteristics of Disadvantaged Students

33. Beilin, Harry, "The Pattern of Postponability and Its Relation to Social Class Mobility." Journal of Social Issues, vol. 44, p. 33-48. August, 1956.

This study deals with the degree of willingness of subjects to postpone immediate satisfactions. In order to test the hypothesis that a difference exists between male high school graduates from lower socioeconomic backgrounds who plan to go to college and those who do not, the responses of 139 male subjects (with Otis I.Q.'s of 110 or higher) were analyzed. Attitudes about marriage, extent of social participation, possession of material goods, perception of self, occupational aspiration, and school participation were investigated. The results suggest that the concept of gratification postponement as it pertains to a conscious deferring process by the college-going boy from lower socioeconomic groups is in need of modification. To such a youth, going to college involves "the gratification of values he has developed rather than a relinquishing of valued behaviors." From the observer's frame of reference, there may be a characteristic pattern of behavior for the potentially upward-mobile boy of a lower socioeconomic background. He is older when he marries, he has more positive attitudes toward school and related activities, he has higher occupational aspirations, and he possesses greater motivation, which he perceives as contributing most to his ultimate success.

34. Bradley, Nolan E., "The Negro Undergraduate Student: Factors Relative to Performance in Predominantly White State Colleges and Universities in Tennessee." Journal of Negro Education, vol. 36, p. 15-23. Winter, 1967.

Data from high school and college records, from interviews with college deans, and from two questionnaires distributed respectively to faculty and students were analyzed for Negro undergraduates at seven formerly all-white institutions. The results indicate that although desegregation at these schools was accepted, integration was progressing at a variable and slow pace and that only minimal social integration existed. Negroes attend these schools because they are less expensive; they offer more and better opportunities than Negro colleges; and they are closer to home. A multiple regression analysis revealed the general lack of predictive value of American College Test scores for the academic success of Negro students. Instructors felt that the most serious academic deficiencies of Negroes were in the language arts, particularly in communication skills. Suggestions for the improved success of Negro college students are discussed, including remedial noncredit college courses.

35. Brazziel, William F., "Needs, Values, and Academic Achievement." Improving College and University Teaching, p. 159-63. Summer, 1964.

This study was designed "to explore the need and value structures" of a low SES college sample and relationship of these structures to academic achievement. A total of 100 Negro upperclassmen, randomly selected from the student body of an urban Negro college in a border state, were administered the Allport-Vernon-Lindsay Scale of Values and the Edwards Personal Preference Schedule. Results showed that the "needs and values of this sample differed from middle income groups in many ways, and the patterns of relationships of needs and values to academic achievement were not significantly high." The sample scored lower than the norm on economic and aesthetic values, but higher on religious and social values. They differed largely in "what might be termed face to face aspects of human relations." The needs for dominance, autonomy, achievement, and heterosexuality were significantly lower than the norm, while the need for deference was higher. Results were compared with those from a similar study involving medical students. Medical students showed a significantly negative relationship between the need for nurturance and theoretical values and between affiliation needs and aesthetic values, while the lower-class sample showed a high positive correlation on the same measures. The lower-class group showed a small negative correlation between social values and aggression needs, between political values and succorance needs, and a high positive correlation between theoretical values and a need for autonomy, exhibition, and succorance which the medical student sample did not evidence. Though needs and values of various groups are different, specific relationships to academic achievement are unproved. If colleges must "middle-classize" low SES students, they should strive to preserve the "generosity in spirit" which seems to characterize them.

36. Clark, Kenneth B., "The Negro College Student: Some Facts and Some Concerns." Journal of the Association of College Admissions Counselors. Winter, 1964.

The author summarizes the findings of two follow-up studies conducted by the National Scholarship Service and Fund for Negro Students on the achievement of Negro students in interracial colleges. The Negro student has been successful in college, but he has emerged with a lack of commitment to the struggle for interracial justice. It is felt that a major role for education must be this development of "social and ethical sensitivity" in all students. American educational institutions have defaulted in this role. Also discussed is the range of social consequences of a superficial, conformist education that does not stress morality and moral commitment to social justice.

37. ________________, and Lawrence Plotkin, The Negro Student at Integrated Colleges. New York, National Scholarship Service and Fund for Negro Students, 1963. 68 p.

This study followed up Negro students who had sought assistance from the National Scholarship Service Fund for Negro Students in order to attend interracial colleges. Data for 509 students were obtained from the preschool information sheet filled out at the time of NSSFNS contact, from college transcripts, and from postgraduate questionnaires. Students' drop-out rates were much less than the national average for whites and for Negroes attending segregated colleges. Financial difficulties was the major reason given for dropping out. On the whole, the college grades of these students were average, depending more on high school average and parents' education and profession than on parents' income or students' precollege test scores. Almost all of the students judged their college experience very favorably; however, there were some indications of racial problems and pressures. "While the data clearly reveal that the college trained Negro is no longer required to hold a menial position, he is not yet fully integrated into private industry and commerce. He is still dependent upon government and private agencies for the utilization of his skills."

38. Coleman, James S., and others, Equality of Educational Opportunity, p. 367-445. Washington, U. S. Office of Education, 1966.

This report discusses the findings of a survey conducted by the National Center for Educational Statistics of the U. S. Office of Education. Statistics on higher education indicate that about 4.6 percent of all college students are Negro and that more than half of them are enrolled in the largely segregated institutions of the South and Southwest. Negro students are enrolled in colleges with substantially lower faculty salaries and with lower proportions of faculty possessing Ph.D.'s. Other findings suggest that Negro students are more likely to enter the state college system than the state university system; are more frequently found in institutions with high drop-out rates; are likely to attend institutions with low tuition cost; and are apt to major in engineering, agriculture, education, social work, social science, and nursing. Data on the qualifications of students preparing for careers in teaching reveal some evidence that the gap in preparation for college work that exists between majority students and Negro students continues to widen--at least in the South--during the college years.

39. Davis, Martel W., "The Ivy League Negro--A View from Further South." Esquire, vol. 61, p. 161-67. April, 1964.

The author contrasts his experiences with those reported by William Kelly in "The Ivy League Negro." Regardless of where he is, the Negro is always reminded of his race; the Ivy League attitude toward Negroes is no exception. There are two hierarchies in America: one for Negroes and one for whites. There are those at the top of the former hierarchy, however, who have embraced the myth of a separate Negro America, because it provides a setting in which they can assert their superiority to less-educated Negroes. Many of these students, therefore, seek "accommodation with the white 'system' as leaders of Negro society, and use this pseudo-acceptancy as status in the Negro community."

40. Fichter, Joseph H., "Career Preparation and Expectations of Negro College Seniors." Journal of Negro Education, vol. 35, p. 322-35. Fall, 1966.

This article reports the findings of a survey study made by the National Opinion Research Center in 50 predominantly Negro colleges. The responses provide support for the hypothesis that where few opportunities are available, there will be less cause for students to explore alternative possibilities. A considerable proportion of the students, 58 percent of the men and 45 percent of the women, had decided on their occupational choice by their freshman year. Teaching was the largest vocational choice indicated for both men and women. The respondents also indicated when they felt Negroes would have job opportunities equal to those of whites at comparable educational levels. About 75 percent felt that it would take the nation about 20 years to achieve this goal. Expectations were slightly higher for large northern cities, and slightly lower for the southern states. The great majority of these students expected to continue their education beyond their college degree. The people entering social work formed the highest proportion and those entering medicine the lowest proportion of those who felt that qualified Negroes have equal opportunities for graduate training in their respective fields. It can be noted that these students have a relatively high interest in occupations involving "human values."

41. Gurin, Patricia, "Social Class Constraints on the Occupational Aspirations of Students Attending Some Predominantly Negro Colleges." Journal of Negro Education, vol. 35, p. 336-50. Fall, 1966.

The findings reported in this study are based on an analysis of questionnaires administered to 4,000 students at ten predominantly Negro colleges in the South by the Survey Research Center. When the student's year in college was controlled, social class differences in aspiration were found only among freshmen, which suggested that social class operates only at the point when the student first leaves home. The results of this study, therefore, apply only to freshmen measured at the point of entering college. At this level, high-status parents--those with higher incomes and higher education as well as those who have had the greatest influence on their children--can influence certain kinds of aspirations. With males, occupational choices that are prestigeful and highly demanding of ability are facilitated, while the choice of nontraditional occupational choices is discouraged. For females, the findings were comparable. The results are discussed in terms of the different values held by educated Negroes and the increasing opportunities being made available to them.

42. Heist, Paul, "Diversity in College Student Characteristics." Journal of Educational Sociology, vol. 33, p. 279-91. February, 1960.

This paper raises questions about and reviews some pertinent data on the extent and type of differences among students in institutions of higher education. That there is great diversity in student composition is demonstrated by two primary sources of information: (1) a study of the selectivity of U. S. colleges and universities at the point of intake in which data take the form of total scores on the American Council of Education Psychological Exam (ACE) from a stratified, representative sample of 18,850 institutions; and (2) a project conducted in cooperation with the National Merit Scholarship Corporation in which data are drawn from a study of the winners and near-winners of the National Merit Scholarships during the first year of the program--1956. Tables of scores are included in the paper. Data are examined according to differences in academic ability and variations in college students in some nonintellective characteristics. Diversity among college and university students is illustrated, and the data make the question about correctness of choice of school legitimate for high-ability students. It is suggested also that perhaps this question is pertinent for all college students.

43. Kelley, William M., "The Ivy League Negro." Esquire, vol. 60, p. 54-6, 108-9. August, 1963.

The attitudes and experiences of an upper-class Negro while attending Harvard are discussed. In the effort to become completely integrated into the mainstream of American life, the educated Negro sometimes adopts the stereotypes and prejudices of mainstream America--including color prejudice. The result is an ambiguous attitude toward the uneducated Negro--ridiculing him for his cultural deficits while envying him for his spontaneity. The author suggests that in an academic community like Harvard, "a Negro can forget almost entirely about his skin, his Negro consciousness."

44. "Negroes and the College." Columbia College Today, vol. 12, p. 15-19. Fall, 1964.

In some ways Negroes are unprepared to take advantage of the many opportunities that have been made available to them in the 1960's. They lack sufficient leadership, economic expertise, family stability, and education. These shortcomings must be understood within the historical context of white American attitudes toward Negroes and their education. This article reviews that history with particular reference to Columbia College. Prior to 1960, Negroes were not actively recruited by the college; an active attempt, however, to increase Negro enrollment has now been undertaken which includes the acceptance of students whose preparation is inferior to that of many students rejected for admission. Added financial assistance has been provided to allow Negroes from New York City to live away from home, thus avoiding the additional conflicts that arise from being in two very different environments at the same time. The results have been encouraging; only the lack of qualified Negro students to take advantage of these opportunities is disheartening.

45. Noble, Jeanne L., The Negro Woman's College Education. New York, Teachers College, Columbia University, 1956. 163 p.

This study reports on an evaluation of college experiences by a group of more than 400 college graduate Negro women. Evaluation is based on a questionnaire, interviews, collection of statements, and interpretation, with an emphasis on a historical and philosophical review of higher education for Negro women. "The assumption underlying the study is that educational experience should be intimately related to the personal needs of people." The author gives a systematic account of the historical development of collegiate education for

Negro women. She also examines the roles permitted to educated Negro women by their culture, the nature of the problem, limitations of the study and the method of study, the overall findings that seem most important to the women in the sample, and the implications of the data that are in keeping with a philosophy and program of education based on a concept of self-fulfillment. Appendices contain additional information on historical background, colleges attended, and the questionnaire used in the study. Another appendix of tables and a bibliography supplement the discussions in the study.

46. Rose, Arnold M., "Graduate Training for the 'Culturally Deprived.'" Sociology of Education, vol. 39, p. 201-08. Spring, 1966.

The culturally deprived student comes from a background which imposes limitations at the graduate school level--limitations in perspective, objectivity, scholarship, and personality, in addition to economic difficulties. Entrance to graduate training may be more difficult for these students for several reasons: many of them attend the weaker undergraduate colleges; they are more likely to be academic "late bloomers" than students from higher socioeconomic levels; and they lack information concerning graduate schools which offer a reasonable prospect for admission. Within the graduate school, culturally deprived students often feel that they are on "display." This may often create a tense, defensive personality--one filled with resentment and anxiety that may interfere with scholastic performance. Furthermore, it is often expected that the Negro graduate student, particularly in the social sciences and humanities, should be well versed in the history and activities of his group. His specialty becomes not his academic interest, but his cultural background. This tends to further separate these students from others. An awareness of the fact that cultural deprivations have not been completely lost at the graduate school level may provide the first step toward diminishing them.

47. "Six Undergraduates Speak Out." Columbia College Today, vol. 12, p. 32-33. Fall, 1964.

As part of a special issue entitled "Negroes and the College," six Negro undergraduates at Columbia College were interviewed about the role of the Negro in higher education. While some of the students expressed a concern for individual acceptance and academic excellence, others emphasized the need for active participation in those matters affecting all Negroes, particularly civil rights. These differences reflect the larger questions of where, when, and at what level the contributions of the educated Negro are going to take place.

48. Social Dynamics Research Institute, The Characteristics of the 1964 College Discovery Program Applications: A Preliminary Analysis. New York, 1965. 93 p.

This document reports the characteristics of the applicants to the College Discovery Program conducted by the City University of New York. This program provides the opportunity for low SES youth who show promise but whose high school average and test scores are lower than the City University's admission standards, to attend Bronx and Queensborough Community Colleges as "special matriculants." The program also makes it possible for these students to remedy their educational deficiencies through remedial courses during the summer preceding their freshman year and through special tutoring and counseling during the first year. After a brief description of the program, the report discusses the nomination and selection procedures of these "special" students. The personal and family backgrounds and school records of all nominees--those participating in the program, those who were accepted but did not enter, and those who were rejected--are described and compared in 48 tables.

49. Vittenson, Lillian K., "Areas of Concern to Negro College Students as Indicated by Their Responses to the Mooney Problem Check List." Journal of Negro Education, vol. 36, p. 51-57. Winter, 1967.

Findings based on the responses of 100 Negro students at Illinois Teachers College (Chicago North and Chicago South) indicated that almost all of the students were greatly concerned with being inadequately prepared for college work, self-improvement, and cultural improvement. They felt that they did not have enough time to themselves, and they feared participating in class discussions and making mistakes. These fears suggest that "feelings of social inadequacy and acceptance may be projected into the academic situation." Differences between males and females, freshman and senior students, and various age levels of the students are also discussed.

D. College Admissions and Guidance

50. Cleary, T. Anne, Test Bias: Validity of the Scholastic Aptitude Test for Negro and White Students in Integrated Colleges. Princeton, Educational Testing Service, 1966. 27 p.

The purpose of this 1966 study was to determine whether the Scholastic Aptitude Test (SAT) as a predictor of college grades is biased against Negro students. Grade-point averages (mostly from the freshman year) and SAT scores were collected from white and Negro students in three colleges--two eastern and one southwestern. The regressions of grades on SAT scores were analyzed for both groups on the assumption that if the regression lines were the same for both groups, the test would not be biased in terms of its predictive validity. High school ranks (used with the SAT in the prediction of grades) were included in the analysis wherever possible, and a sample of white students was matched with Negro students on their curriculum to ascertain if it were a factor in differences in regression. The results, reported in seven tables, showed that in the two eastern colleges "there was no significant differences in the regression lines of the two groups." In the southwestern school, however, "the Negro students' scores were slightly overpredicted by the use of the common regression line," and the SAT was found to be biased in favor of the Negro students.

51. ______________, and Thomas L. Hilton, An Investigation of Item Bias. College Entrance Examination Board Research and Development Report 65-6, No. 12. Princeton, Educational Testing Service, 1966. 25 p.

This study investigated the possibility of differential difficulty of Preliminary Scholastic Aptitude Test (PSAT) items for different racial and SES groups. The subjects were two groups totaling 1,410 Negro and white high school seniors in an integrated high school who had each taken one form of the PSAT. They were divided into three SES levels on the basis of father's occupation, father's and mother's education, and the House-Home Index. A three-factor analysis of variance design was used (race, SES, and item), and results are reported with the aid of four tables and five figures. Findings indicate that "there were few items producing an uncommon discrepancy between the performance of Negro and white students." On the basis of the results, it is concluded that "if PSAT scores are discriminatory, the discrimination is not largely attributable to particular items, but to the test as a whole."

52. Hager, Walter E., "Challenges to Public Higher Education." School and Society, vol. 91, p. 200-01. April, 1963.

This article briefly outlines the discussions that took place at the second annual meeting of the Association of State Colleges and Universities. Universal educational opportunity, "Selective Admission vs. The Open Door," an analysis of the Federal interest in higher education, the comprehensive aid-to-education bill, and average fees for resident students in public colleges and universities were topics of discussion.

53. Hutchins, Francis S., "A College's Work with Rural Disadvantaged Students." In The Search for Talent: College Admissions, p. 79-84. New York, College Entrance Examination Board, 1960.

This paper, delivered at the Seventh Colloquium on College admissions held by the College Entrance Examination Board, discusses the admission procedures and the search for "talented youth" of Berea College, a coeducational institution in Kentucky devoted to making higher education available to students with limited financial means, mostly from the southern Appalachian mountain area. Academic, economic, and occupational data are presented to describe the typical Berea student.

54. Kendrick, S. A., "College Board Scores and Cultural Bias." College Board Review, No. 55, p. 7-9. Winter, 1964-65.

It is generally considered a risk for colleges to accept students with low College Board scores regardless of their cultural backgrounds. However, there is a growing awareness that tests may be culturally biased, and that culturally and socially disadvantaged children "are probably underestimated fairly often both by adults and by tests that adults devise." The tests assume that students, regardless of their backgrounds, have gained a common knowledge "even within the wide limits of different school curriculums." Yet, if an examinee is a Hawaiian of Japanese ancestry or a Negro from Harlem, with an experiential background divergent from the "American culture" norm, his lower scores do not necessarily reflect a lower ability level. Though it is extremely difficult to judge "exactly which students are meaningfully within a minority culture for purposes of college admissions testing," it is important that an admissions officer, dealing with an applicant who is apparently from a minority culture and who has marginally low College Board scores, examine closely the candidate's previous environment with the suspicion that the tests may not fit the student. It may also be that deficiencies revealed in the test scores are real, but remediable "under optimum conditions." Colleges that are confident in their programs can afford to take a risk in admitting a deprived applicant, but they should be prepared for an unsatisfactory record during the first or second year and should behave after admission "as though the scores are precisely accurate" by taking pains with the academic, social, and living conditions provided. Kenneth Clark has pointed out that Negro youths tend to persevere in college when accepted, because they have no place to go if they drop out. "Low scores do suggest risk, but often a risk worth taking."

55. Killingsworth, Charles C., "Double-Screening of College Students." Integrated Education, vol. 2, p. 47. April, 1964.

There is a kind of double-screening of potential college students based on the ability to pay and on the ability to learn. The ability-to-pay screening is the most rigorous and effective. A recent government study of college attendance and nonattendance indicates that too many children of low ability go to college while too many of high ability do not go to college. The author suggests, however, that lack of money is not the sole factor which prevents able students from going to college; but he adds that we do not really know the extent to which a "lack of motivation" reflects the attitude of acceptance of the poor of inadequate finances to attend college.

56. Plaut, Richard L., Blueprint for Talent Searching: America's Hidden Manpower. New York, National Scholarship Service and Fund for Negro Students, 1957. 48 p.

Reported in this article are projects in the South and New York City established to identify and stimulate able students from deprived groups and to facilitate their obtaining a suitable education. Financial investment, applied energies, and technical instruments for identifying and developing submerged talent have been inadequate both in absolute terms and in terms of our national resources and educational budgets. NSSFNS has been established particularly to increase opportunities for Negroes in interracial colleges and universities. Methods and results of the NSSFNS Southern Project are described. A follow-up study of students aided by NSSFNS indicated that although most of them had a poor secondary history, almost all were successful in college. (Grades were also related to social and personal adjustment.) A "blueprint for talent searching" through community efforts is outlined. The role of the school is to identify, stimulate, and motivate promising students; enrich the curricula; improve counselor and teacher awareness about college admission practices; offer adequate guidance services; and find the necessary financial aid for able candidates.

57. _____________, "How to Get Into College Without Money." Educational Record, p. 34-41. January, 1961.

Essentially directed to guidance counselors, this paper offers advice on getting into college without money. The focus is on needy, culturally deprived, and minority group students. Certain crucial types of classifications of colleges (not available in publications) are given by current competitive admission standards, available financial aid, and the institution's attitudes toward a heterogeneous student body. There are four general rules which counselors should observe in matching student and college: (1) students should be advised to take an early screening test (NMSQT or PSAT) in the junior year; (2) class rank should be given more weight than grades; (3) the school's recommendations over a period of years should be "consistent, conscientious, and objective"; and (4) undue weight should not be given to extracurricular activities (only a "plus value"). Negro students have the additional resource of the National Scholarship Service and Fund for Negro Students.

58. Smith, Paul M., Jr., "The Realism of Counseling for Scholarship Aid with Freshmen in the Negro College." Journal of Negro Education, vol. 33, p. 93-96. Winter, 1964.

Many high school counselors are being approached for the first time by youth desiring to attend predominantly Negro colleges. For many students, financial aid is an important precondition for higher education. This report surveys the general nature of financial assistance available to prospective freshmen in Negro colleges based on the information published in the catalogues of several public and private colleges for the 1961-62 school year. Much of the information in these catalogues is general and vague. Its value to counselors is questioned. Employing the criteria used by the National Scholarship Service and Fund for Negro Students, the estimated yearly expense in the Negro college may be classified as "high-low to low-average." The author finds that the amount of aid available is limited and often on a noncontinuing basis. Financial factors tend to balance out regarding private and public colleges due to median increased scholarship aid in the former and decreased median costs in the latter. It is recommended that information on these matters be discussed with prospective college students as a standard procedure.

59. Stalnaker, John M., "Scholarship Selection and Cultural Disadvantage." National Association of Secondary-School Principals Bulletin, vol. 49, p. 142-50. March, 1965.

The National Merit Scholarship Program is based on identifying those students who will perform at a high level in college. Only after winners are selected on this basis are stipends set in accordance with needs. This procedure tends to eliminate many students from lower socioeconomic backgrounds whose effective, rather than native, intelligence is not on a level with students from more advantaged groups. Recently, however, a $7-million grant from the Ford Foundation has enabled the National Merit Scholarship Program to organize a separate program for outstanding Negro students called the National Achievement Scholarship Program. Some of the criticisms of a separate scholarship program are discussed, and a brief description of the program is included. Candidates enter the program only through nomination by qualified personnel. Approximately 230 winners are selected annually.

60. Trueblood, Dennis L., "The Role of the Counselor in the Guidance of Negro Students." Harvard Educational Review, vol. 30, p. 252-69. Summer, 1960.

"The counselor has an important role to play in the 'fullest development of the individual, educational, intellectual, and moral leadership which our society increasingly requires.'" The task requires that the counselor be an effective guidance worker for all youths, including Negroes. Some definitions and 13 content concerns lay the basis for suggestions about how the counselor might better work with a poverty-stricken population, the American Negro. The content concerns include the early organization of a guidance program; the early opportunity to study occupations and make realistic occupational and educational choices; the effects of discrimination and segregation on the personality of the Negro; his social and class background; the recognition of deficiencies in tools such as reading; the recognition of the important role of parents in motivational factors; and the recognition of the importance of performance based on a variety of data--aptitude, family occupational and educational background, and financial aid for continuing education past high school. Talent search programs and ways to utilize community resources to help in the guidance of Negro students are also discussed as important content concerns.

E. The Negro College

61. Ansley, A. Abraham, and Gertrude L. Simmons, "The Educational Outlook for Nonwhites in Florida." Journal of Negro Education, vol. 35, p. 369-80. Fall, 1966.

The purpose of this study was to scrutinize the educational outlook for nonwhites in Florida and to present specific proposals which the authors feel can significantly contribute to the improvement of conditions in the future. Included among the factors which have negatively influenced the nature and quality of nonwhite education are indifferent attitudes, severely limited financial support, and salary inequities in higher education. These impediments have resulted in a rather low level of achievement by nonwhites. The authors make suggestions for comprehensive educational programs which include a "catch-up" year of intensive study in high school, altered admission policies, special programs for the training of nonprofessionals, and changes in staffing policies. They also recommend increased financial support for instructional and curricular innovations, personalized guidance services, and accommodative instructional facilities in addition to compensatory aid for disadvantaged students.

62. Badger, Henry G., "Colleges that Did Not Survive." Journal of Negro Education, vol. 35, p. 306-12. Fall, 1966.

Noting that at least 200 colleges for Negroes have closed during the past century, the author outlines some of the causes for their failure through the use of selected examples. Among the major difficulties encountered, lack of financial backing was perhaps the principal reason for closing. Poor location, personal or administrative jealousy, and unfavorable publicity are also listed as contributing factors. There is a serious lack of accurate information regarding these defunct colleges as well as a considerable need for further study in this area.

63. Clark, Kenneth B., "The Most Valuable--Hidden Resource." College Board Review, vol. 29, p. 23-26. Spring, 1956.

The hypothesis that substantial numbers of selected Negro students who are graduates of segregated high schools in southern urban communities can succeed scholastically in the northern nonsegregated college was tested in a study made by the National Scholarship Service and Fund for Negro Students. In all, 167 students were selected, nearly all of whom were in the upper 10 percent of their graduating classes. It was significant that an overwhelming majority of this group made a successful academic adjustment in college, despite the fact that their Scholastic Aptitude Test scores were on the average markedly below the national norms consistent with academic success in college. Although there was the expected positive relationship between socioeconomic status and measurable scholastic aptitude (SAT), students of lower socioeconomic status received college grades which were, on the average, higher than those received by higher socioeconomic status students (employing controls for the quality and standards of the college attended). The author speculates that "the usual norms and interpretation of the relationship between SAT scores and future academic success in college do not hold" for

Negroes from southern, segregated schools. It is also suggested that these standardized test scores are relative and not absolute indices of future academic success, requiring evaluation in the context of previous educational opportunity.

64. Clement, Rufus E., "The Historical Development of Higher Education for Negro Americans." Journal of Negro Education, vol. 35, p. 299-305. Fall, 1966.

This review of the historical development of opportunities in higher education for Negro Americans begins with the formation of the first Negro institutions prior to the Civil War. The early assistance of the American Missionary Association and of privately endowed philanthropic foundations is noted. The author stresses the importance of the 1954 Supreme Court decision on segregation and the 1957 accreditation of formerly all Negro colleges by the Southern Association of Colleges and Secondary Schools in opening the way for increased educational opportunities for Negroes, while at the same time changing the role and nature of some of the predominantly Negro colleges. These colleges must now compete with many of the best colleges in the nation for promising Negro students and able faculty members. Despite the problems which these changes present, the Negro college can be a valuable asset to higher education with the aid of financial support and dedicated leadership.

65. Cohen, Arthur M., "The Process of Desegregation: A Case Study." Journal of Negro Education, vol. 35, p. 445-51. Fall, 1966.

Focusing on the internal administration of the school system once the plans for desegregation have been made, the author outlines certain principles common to all cases where a smooth and voluntary transition has been achieved. Three principles are stressed. "The school boards demonstrated clearly their intent to desegregate, the intent was made known to all persons directly concerned with the affected schools, and all school personnel were willing to work toward the goals set for the school system." The procedures leading to desegregation at Miami-Dade Junior College offer a case in point. Here, a phased integration plan was implemented between 1957 and 1962, with the founding of a one-college, two-campus organization, when the separate center was closed, through careful and planned movement toward the recognized goal.

66. Doddy, Hurley H., "The Progress of the Negro in Higher Education." Journal of Negro Education, vol. 32, p. 485-92. Fall, 1963.

For the Negro, the belief in the value of education for personal advancement is particularly significant. Education provides the Negro with economic and social advantages and with a definite role of leadership in the Negro community. And because the progress of any group is related to the development of leaders, the role of education is crucial to the progress of the group. Statistics showing the enrollment in higher education and educational attainment of the Negro in 1960 indicate little progress in the improvement of the relative position of the Negro in the past ten years. Three significant developments, however, in the higher education of Negroes from 1950 to 1960 are the Supreme Court decision of 1954 and its impact on higher education, the action of the Southern Association of Colleges and Secondary Schools with respect to Negro colleges in the South, and the recent emphasis on quality in all education. The role of the all-Negro college in the decade ahead is also discussed; a suggested justification for its existence is that it serves a remedial function.

67. Falls, Arthur G., "The Search for Negro Medical Students." Integrated Education, vol. 1, p. 15-19. June, 1963.

The declining number of Negroes in Chicago trained in the medical profession is indicative of an inadequate school system and of discrimination in hospitals. The Chicago Board of Education must bear a primary responsibility for the declining number of medically trained Negroes. The de facto segregation of the Chicago School system has provided inferior education and produced graduates lacking either the interest or ability for higher education. Discrimination in hospitals has produced inadequate care for Negro patients. In recognizing this problem, the Committee to End Discrimination (CED) has set up programs to locate, interest, assist, and guide Negro children interested in pursuing medical or medical-related careers. CED has also begun a successful drive for legislative remedies to end discrimination in hospitals. Community concern, however, is the true realm of these problems; an end to discrimination in medicine is based on an end to segregation in education.

68. Gittell, Marilyn, "A Pilot Study of Negro Middle Class Attitudes Toward Higher Education in New York." Journal of Negro Education, vol. 34, p. 385-94. Fall, 1965.

This pilot study of middle-class Negro families in Queens, involving 100 families, demonstrates the role of such factors as place of birth, level of education, and economic variables in the formation of attitudes toward higher education. One of the findings was that the largest category of parents with low goal fulfillment (based on questionnaire responses regarding the selection of a college for their children and the problems attendant to higher education) was the southern-born, lower-income, noncollege-educated group. Despite the great desire of parents for higher education for their children, there appears to be a considerable lack of adequate information on college and higher education, in general, and city colleges, in particular. The author suggests an increased information program and the fostering of increased identification with city colleges as corrective measures.

69. Hare, Nathan, "Conflicting Racial Orientations of Negro College Students and Professors." Journal of Negro Education, vol. 34, p. 431-34. Fall, 1965.

This study of 67 upperclassmen in three introductory sociology courses at a predominantly Negro college attempted to uncover conflicts between students and professors in enthusiasm for the discussion of racial problems. The questionnaire method was used. Background factors, including regional origins, amount of experience at integrated public schools, religious affiliation, and age, were not found to influence impressions on this subject. Socioeconomic factors, however, were significant. Middle-class students more frequently than students of working-class backgrounds regarded professors as devoting too much time to racial matters. Of the total sample, 64.1 percent held the general impression that professors devoted an excessive amount of time to discussions of race. The more optimistic the student was concerning the future of the Negro, the greater was this impression. The author suggests that the explanation for these findings can be found both in the personal experiences of Negro professors and in the ideals of the students, who are "oriented toward a dream of absolute integration and would like to escape, and forget once and for all, the factor of race in American life."

70. Harrison, E. C., "The Negro College in a Changing Economy." Journal of Higher Education, vol. 36, p. 259-65. May, 1965.

This is a crucial period in the development of Negro colleges, not only because of the generally accepted idea that higher education should serve the public interest, but also because of the changing relationship between the Negro and the general community. It is important that graduates of Negro colleges compare well with those of other institutions. Approaches are suggested to facilitate the provision of intellectually stimulating educational climates. Problems involving program, faculty, and student must be solved by Negro colleges in order to attain academic respectability in the general community. Standards must be raised, and Negro colleges must become increasingly concerned with teaching students how "to acquire the outlook, skills, and knowledge" necessary for living in our economy and "how to develop a value system consistent with our national ideals."

71. Holland, Jerome H., "The Negro and Higher Education." NEA Journal, vol. 54, p. 22-24. March, 1965.

"As the gap narrows between the educational achievements of the white and the Negro, the social cleavage between the two continues with little change." Discrimination and segregation only partially explain why many qualified Negroes prefer to attend Negro colleges. The author points out the high school drop-out rate of Negroes, problems of motivating their interest in college education, and their serious underpreparation in important subject areas. Family incomes of Negroes are comparatively lower than whites, making scholarship aid necessary for many Negroes to attend college. Inadequacy of financial resources is also an explanation of why few Negroes enter graduate school. The caliber of Negro institutions varies; one of the biggest challenges of the Negro institution is changing curriculum to meet new employment opportunities. As open enrollment becomes more a reality, the term Negro college may disappear. Many Negro colleges have already begun to try to attract more white students.

72. Jaffe, A. J., Walter Adams, and Sandra G. Meyers, Ethnic Higher Education--Negro Colleges in the 1960's. New York, Bureau of Applied Social Research, 1966. 144 p.

This report surveys the current status of the American Negro college and projects future developments to 1975. Employed in the study were three interrelated questionnaires that were directed respectively at students attending primarily Negro colleges, prospective college students attending southern Negro high schools, and college officials. The finding concerning the academic quality of students entering primarily Negro colleges revealed that although three-fourths were in the top half of their high school classes, three-fourths were in the bottom half of the national (white plus nonwhite students) test-score distribution. Practically all the students attending these colleges had white-collar career aspirations; more than 50 percent expected to teach, and more than two-thirds planned to leave the South for other parts of the United States following graduation. Quality ratings of the Negro colleges and analyses of admissions and recruiting practices were also made. Long-range projections are that increasing numbers of southern Negroes will swell college enrollments, primarily in the Negro colleges in the South and particularly in those rated as "poor" in quality.

73. Jencks, Christopher, and David Riesman, "The American Negro College." Harvard Educational Review, vol. 37, p. 3-60. Winter, 1967.

"Although there are important ideological and political differences between colleges founded to serve Negroes and those founded to serve white ethnic and religious minorities, Negro colleges today face many of the same dilemmas as these white institutions." In spite of the many differences among institutions, the most serious problem Negro colleges commonly face seems to be cultural rather than logistical. The result is that Negro colleges are most often ranked in the second half of any listing of distinctive institutions. Their typical student ranks in the bottom 5 or 10 percent of students taking the CEEB, and statistics indicate that Negro colleges do even less than white colleges to remedy apparent academic inadequacies of their students. It is also pointed out that Negro colleges tend to recruit students who show little academic promise. Also discussed are Negroes in America, integration, and class and racial segregation; the evolution of Negro colleges primarily as byproducts of the southern caste system; the future of Negro colleges; recruitment; and elite, nonelite, and public Negro institutions. The problem of educating academically untrained and often unmotivated students will require an enormous effort. Apart from the technical and human problems involved, it is suggested that leadership is needed from academically exclusive institutions to determine remedial programs that will improve the basic skills among despairing student bodies. There are many disadvantaged students in both Negro and white institutions, but the kinds of Negro students, particularly, that white institutions get in the future will depend on recruitment. The authors do not maintain that many Negroes will not and should not attend Negro colleges, and they suggest that "the benefits of heroism" of those who attend predominantly white institutions "are usually reaped by the whites involved and by later generations of Negroes."

74. Parker, James E., "An Assessment of the Attitudinal Climate for Newer Instructional Media Among Negro College Administrators." Negro Educational Review, vol. 14, p. 146-54. July-October, 1963.

Some 74 presidents and deans of Negro colleges responded to a 39-item attitude assessment, Likert-type scale. They indicated that the general climate for change appears favorable. The administrators accept the idea that preservice teachers should have a course in audiovisual education, that there is a need for wider acceptance of newer media for instruction, and that new teachers are influenced by the extent to which they have experience with these materials in their preservice training. Summarily, although these administrators moderately agree that recent technological developments demand a changing teacher role and that personal teacher-pupil relationships are essential in most learning situations, they appear uncertain about the consequences of technological innovations for those relationships.

75. Palmer, Roderick, "General Education and the Profession-Bound Negro Student." Journal of Negro Education, vol. 33, p. 86-89. Winter, 1964.

The author suggests that educators in charge of the general education programs of the profession-bound student may need to re-evaluate their curricula. Defined as "that education which all men throughout the country should have regardless of vocation or profession," general education does not meet the needs of profession-bound Negroes. An academic program that specifically differs in its approach to the first two years of higher education is recommended. Here, the Negro student would be provided with many of the needed experiences which he may have missed. The minimum essentials of such a program include the development of communication skills; training in the history, philosophy, and methods of science; an understanding of social and political behavior; and, finally, an understanding of the historical and cultural heritage of the Negro. It is felt that such a program would contribute to increasing academic opportunity and productivity.

F. General

76. Butler, Broadus N., "Pressures on Higher Education for the Education of Disadvantaged Groups." In Pressures and Priorities in Higher Education, p. 130-33. Proceedings of the Twentieth Annual National Conference on Higher Education, March 7-10, 1965. Washington, Association for Higher Education, 1965.

77. Derbyshire, Robert, and Eugene Brody, "Social Distance and Identity Conflict in Negro College Students." Sociology and Social Research, vol. 48, p. 301-14. April, 1964.

78. Deutsch, Martin, "Discussion and Critiques of Some Variables in the Social Psychology of School-to-College Transition." Journal of Educational Sociology, vol. 33, p. 300-04. February, 1960.

79. Duggan, John M., "Evaluating the Disadvantaged Student." Journal of the Association of College Admissions Counselors, vol. 10, p. 14-17. Summer, 1965.

80. Ellis, Robert A., and W. Clayton Lane, "Structural Supports for Upward Mobility." American Sociological Review, vol. 28, p. 743-56. October, 1963.

This study re-examines the social factors involved in the use of college as a mobility channel by lower-class youth. The findings are based on data gathered over a four-year period from an initial sample of 194 students at Stanford University. The roots for mobility originate in the family; the catalyst for movement is more often provided by the mother's reaction to the family's status than the father's. These youths also require outside social support and direction for their college plans, a need fulfilled primarily by the schoolteacher. The author emphasizes the important role which a teacher may play in supplementing the mobility strivings instilled by parents and in providing educational information not ordinarily available in the homes of lower-class youth. High school peers may indirectly influence these students by providing an environment in which middle-class values and norms are learned. The results of the study are in accord with Merton's hypothesis of the dissociative consequences of social mobility. Turning to other adults for help and guidance "implies a gradual weakening of dependence upon the family."

81. Gordon, Edmund W., and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged: Programs and Practices, Preschool through College, p. 122-55. New York, College Entrance Examination Board, 1966.

The findings reported in Chapter 5 are based on the responses of 610 institutions of higher education to a six-page questionnaire designed to identify the nature and extent of compensatory programs and practices in 1964. Some 37 percent of these institutions reported that they were conducting compensatory practices and, with the exception of the Mountain region, they were well distributed in the several sections of this country. However, more than half of these institutions were assisting fewer than 30 disadvantaged students during the regular academic year. In addition to stating broad social objectives, it is notable that some institutions listed the achievement of a diversified student body among the objectives of their compensatory programs. Discussing the practices currently used, the authors emphasize the variety of preparatory summer programs conducted for high school students by a wide range of institutions, noting that this is "probably the most dramatic compensatory development in higher education during recent years." Special recruiting efforts, modification of admission criteria, and financial assistance are also being provided to help disadvantaged students enter college. At the college level, however, special curricular programs and practices serving compensatory ends have seldom been employed. Although the efforts of higher education have markedly increased during recent years, compensatory education practices must be expanded in order to adequately cope with the growing needs in this area.

82. Harris, Edward E., "Some Comparisons among Negro-White College Students: Social Ambition and Estimated Social Mobility." Journal of Negro Education, vol. 35, p. 351-68. Fall, 1966.

83. Hollinshed, Byron S., Who Should Go to College? New York, Columbia University Press, 1962. 190 p.

84. Huyck, Earl E., "Faculty in Predominantly White and Predominantly Negro Higher Institutions." Journal of Negro Education, vol. 35, p. 381-92. Fall, 1966.

A national survey of teaching faculty, conducted by the U. S. Office of Education, revealed striking differences between the faculties of predominantly Negro and predominantly white institutions. In contrast to the latter, the faculty in Negro institutions had a higher proportion of women; a minority with earned doctorates; lower academic rank and lower earnings. More members of their faculty were teaching freshmen and sophomores, and higher proportions of the faculty were teaching education, English, home economics, and physical education. These institutions evidenced a lack of orientation to research due largely to heavy teaching loads and inadequate facilities. Several recommendations are made for the future strengthening of the faculties in predominantly Negro colleges and universities.

85. Kahl, Joseph A., "Educational and Occupational Aspirations of 'Common Man' Boys." In Joan I. Roberts, ed., School Children in the Urban Slum, p. 321-33. New York, Project TRUE, Hunter College, City University of New York, 1965.

Twenty-four cases chosen from the minor white-collar, skilled, and semiprofessional groups provide the basis for a discussion of "The Common Man Class" and "Boys' Attitudes Toward School and Work." Preliminary interviews indicate that the families thought they belonged to a status level which the author terms the "common man" class. Parents did not call themselves middle class; they saw a lower class beneath them and a middle class above them. A few detected a fourth level, but they had a hazy understanding of this group. Two main criteria used by the respondents to make social distinctions between people were prestige and consumption--the moral repute of people who lived in a certain way. There were wide variations in income, family size, and number of family members who worked. This sample of the common man had a style of life, a set of values, and a class consciousness based on a definition of social space. Fifteen families tended to view the social scheme and their place in it as morally proper and legitimate; eight said that they had not risen as high as they should have; and one man raised questions about the justice of the scheme itself. These nine families could be said to believe in the core value of "getting ahead." Against this background, boys' attitudes toward school and work and the development of their attitudes were studied. School and the possibility of college were viewed by all boys as steps to jobs. Their pragmatic approach, their view of available opportunities and of the desirability and possibility of change of status, and their goals reflected the views of their parents. Deviants got their ideas from friends, not from an abstract medium such as a book or a movie. The relation between parental pressure and sons' aspirations was considered for 24 boys. Parents paid more attention to demonstration in grammar school. The better a boy did, the better he was expected to do; but these parents were more tolerant of individual differences than were middle-class parents.

86. Lambert, Rollins E., "Race Relations on the Campus." Religious Education, vol. 59, p. 114-16. January, 1964.

This report is based on the recent experiences of a Roman Catholic chaplain on the campus of two midwestern schools. Although no discriminatory admission practices were observed, the author was struck by the dearth of Negro students. The involvement of young Jewish students in civil rights work and the comparative apathy of the Negro students were also conspicuous. The principal organization dealing with race relations on the campus was CORE. The article concludes on the note that "the college campus is a good field for work in race relations, particularly for religious organizations."

87. McGrath, Earl J., Universal Higher Education. New York, McGraw-Hill, 1965. 256 p.

88. Meeth, L. Richard, "Breaking Racial Barriers: Interracial Student-Exchange Programs; Inter-institutional Cooperative Programs between Colleges for Negroes and Colleges for Whites; and Scholarships for Negro Students in Predominantly White Colleges and

Universities." Journal of Higher Education, vol. 37, p. 137-43, 246-52. March-April-May, 1966.

89. National Education Association, Educational Policies Commission, Universal Opportunity for Education beyond the High School. Washington, 1964. 36 p.

This pamphlet on "Universal Opportunity for Education Beyond the High School" was prepared by the Educational Policies Commission of the NEA and the American Association of School Administrators. The school is the primary agent for helping "each person to realize his potential for freedom by developing his rational powers . . . the ordinary course of life cannot be relied upon to promote the ability to think well . . . . A specific environment is therefore preferable. That environment is usually called a college." Education must be expanded "to include at least two further years of education open to any high school graduate." These "nonselective" colleges would be devoted to the "advancement of each student regardless of his ability" and would offer flexible curricula to meet the variability of students. There must be effective communication and coordination between elementary and secondary schools and the nonselective colleges to improve teaching and teaching materials. These colleges should be located in all population centers and should use a variety of extension programs to expand their influence. It should be public policy that they be tuition free "because it is in the interest of the nation that the abilities of each person be developed through education up to this level." The brunt of the cost of this program must be borne by all levels of government.

90. Patterson, Frederick D., "Cooperation among the Predominantly Negro Colleges and Universities." Journal of Negro Education, vol. 35, p. 447-84. Fall, 1966.

91. Piedmont, Eugene B., "Changing Racial Attitudes at a Southern University: 1947-1964." Journal of Negro Education, vol. 36, p. 32-41. Winter, 1967.

Three surveys conducted between 1947 and 1964 were analyzed, comparing white students' attitudes about desegregation at the University of Virginia. An increasing proportion of the students had favorable attitudes toward Negroes, both as students and professors, in the later surveys. Graduate and professional students as a group had more favorable attitudes than did undergraduate students. Feelings toward Negroes at the university were more unfavorable, in all surveys, than judgments concerning the possibility of taking unfavorable actions toward this group in admission procedures. Finally, students' attitudes were more favorable on the campus than away from it, further confirming earlier studies on prejudice and social contact.

92. Plaut, Richard L., "Plans for Assisting Negro Students to Enter and to Remain in College." *Journal of Negro Education*, vol. 35, p. 393-99. Fall, 1966.

93. *Quarterly Review of Higher Education among Negroes*. Charlotte, N. C., Johnson C. Smith University.

Established in 1933, this journal consistently presents articles by Negro scholars in the field of higher education and related areas, including news releases and book reviews.

94. *Review of Educational Research*, vol. 35, No. 5, p. 337-40. December, 1965.

This is an issue on "Education for Socially Disadvantaged Children."

95. Rockefeller Brothers Fund, *Prospect for America: The Rockefeller Panel Reports*. Garden City, N. Y., Doubleday, 1961. 486 p.

This report, the result of the Special Studies Project, seeks to define the major opportunities and problems that will challenge the United States in the future, to clarify the national purposes and objectives needed to meet that challenge, and to develop a framework within which national policies and decisions can be made. A discussion of the use and misuse of human abilities is included, with suggestions for the fuller use of underprivileged minorities and the rehabilitation of economically depressed areas and segments of the population.

96. Smith, Sherman, Harvard V. Mathamy, and Merele M. Milfs, *"Are Scholarships the Answer?"* Albuquerque, University of New Mexico Press, 1960. 89 p.

97. "Strengthening the American Academic Community." *Carnegie Corporation of New York Quarterly*, vol. 13, p. 1-8. January, 1965.

98. Wiggins, Sam P., "Dilemmas in Desegregation in Higher Education." *Journal of Negro Education*, vol. 35, p. 430-38. Fall, 1966.

REACTIONS

In order for this second series of "New Dimensions in Higher Education" to better serve the needs of colleges and universities throughout the nation, reader reaction is herewith being sought In this instance, with respect to Higher Education of the Disadvantaged, the following questions are asked:

1. Can you suggest other completed research, the results of which would add significantly to this report?
2. What problems related to this subject should be given the highest priority, in terms of further research?
3. What has your institution done, or what does it propose to do, to alleviate the condition of the educationally disadvantaged in your region?
4. What do you think a strong and successful institution can do to further the higher education and cultural development of disadvantaged areas and institutions? What can an individual faculty member accomplish?
5. What can the United States Office of Education do to encourage constructive innovation and change in providing educational opportunities for disadvantaged students?

Kindly address reactions to:

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